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ABSTRACT

Part of a sequential K-12 program, this teacher's guide provides objectives and activities for students in grade 5. Five major sections correspond to learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills include listening, speaking, viewing, reading, writing, map, and statistical abilities. Students gather data from listening to recordings, list information derived from a photograph, write a paragraph on the portrayal of the West in songs, and create a plan for a western town. Inquiry skills stress noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, and distinguishing between fact and opinion. Students discuss why different ethnic groups came to the New World, draw inferences from reading a short paragraph, hypothesize about problems faced by people in western settlements, and distinguish between fact and opinion in an essay about Boston. Concepts focus on conflict, interdependence, and communication. Students examine conflicts between early settlers and Indians, role play interactions among early settlers, and read an essay on one city's link with the world. Discussion skills are developed by interviewing classmates and playing group games. The section on values and moral reasoning compares moral development with values analysis and values clarification, and provides strategies for discussing moral dilemmas, a list of decision making steps, and sample moral dilemmas. A values grid, instructions for an "All About Me" book, and a magic box game are included. The source for many activities is the Holt Data Bank program. (KC)

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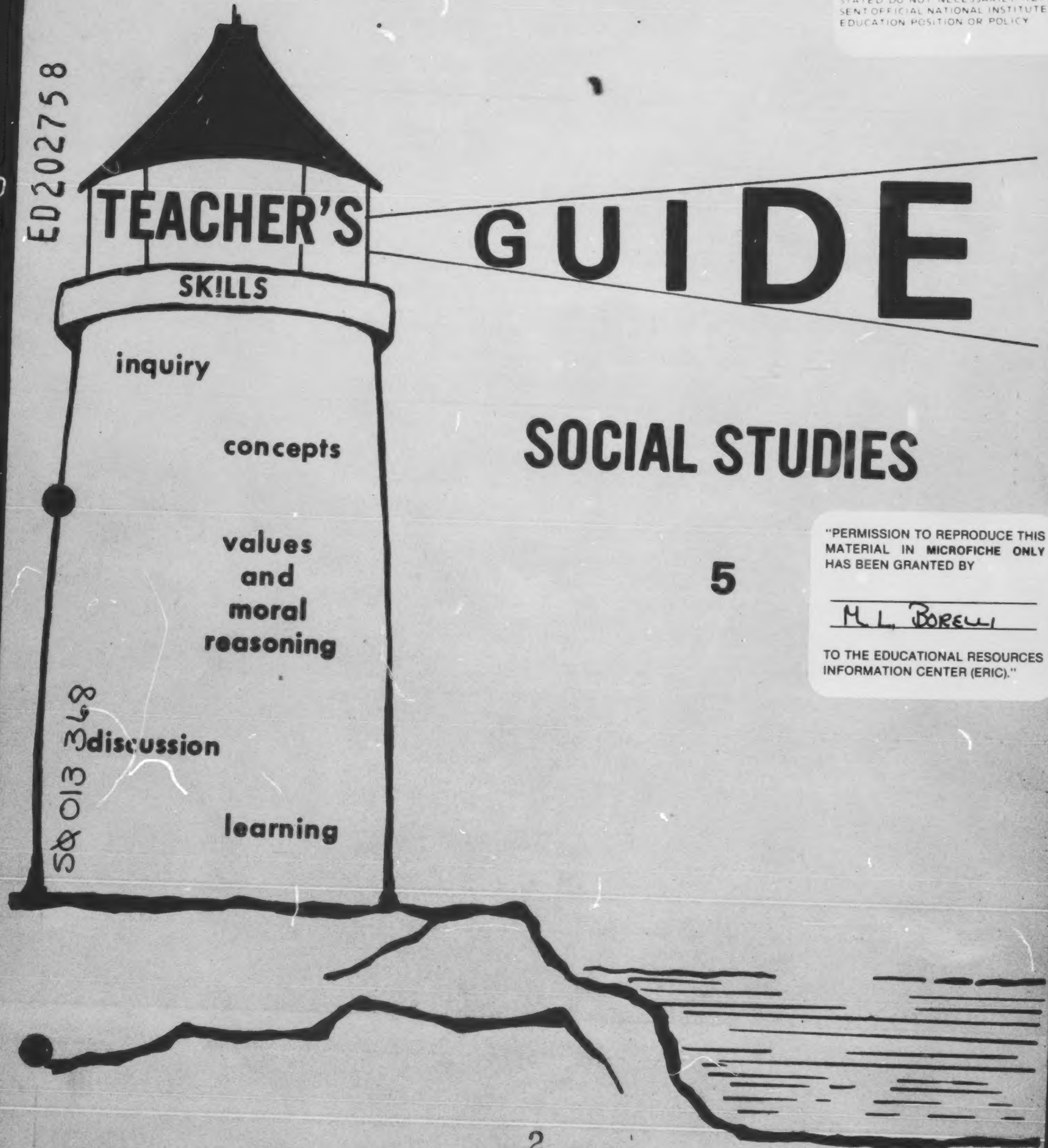

TEACHER'S GUIDE

SOCIAL STUDIES

5

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Project Director 1977-78 -
1978-79 - Frank Alessi
1979-80 - Thomas Thurlow

TABLE OF CONTENTS

Page #

How to Use This Guide (white) 2

How to Teach Skills (white) 3

Learning Skills (green)
- Introduction L- 1
- Table of Contents L- 2
- Flow Chart L- 3
- Skills Description & Activities L- 4

Inquiry Skills (pink)
- Introduction I- 1
- Flow Chart I- 6
- Skill Descriptions with Objectives & Sample Evaluation Items I- 7

Concepts (goldenrod)
- Introduction C- 1
- Flow Chart C- 2
- Table of Contents C- 3
- Concept Description & Activities C- 4
- Response Forms C-27

Discussion Skills (lavender)
- Introduction D- 1
- Flow Chart(s) D- 3
- Skill(s) Description(s) D- 6
- Table of Contents D-12
- Activities D-13
- Teacher Role D-18
- Bibliography D-23
- Response Form(s) D-24

Values & Moral Reasoning (canary)
- Introduction V- 1
- Skill Descriptions & Activities V- 2
- Guides to Teachers V-18
- Response Forms V-27

HOW TO USE THIS GUIDE

The Committee for the Revitalization of the Social Studies Program has prepared this Guide to assist the teachers in the Cortland and McGraw School Systems in the implementation of the Social Studies Program as it has been revised. The Guide is prepared with the following basic curriculum as a framework:

Grades K-6	Holt Data Bank Program
Grades 7 & 8	New York State and American History
Grade 9	World Cultures With Emphasis on Far Eastern and African Cultures
Grade 10	World History and Great Civilizations
Grade 11	American Studies
Grade 12	Social Studies Electives

At each of these grade levels, the Committee has prepared the sequential skill and concept developments which it has deemed important for achieving an effective, meaningful and productive social studies program. It is important that each teacher, at each grade level, seriously endeavor to implement those skills at the grade level for which he/she is responsible.

The goals of the project is mastery of Learning Skills, Inquiry Skills, Discussion Skills, Moral Development/Valuing Skills and Concept Development. The order in which they appear in this Guide is purely arbitrary, and each should be developed simultaneously throughout the school year. Each of the Guides is self-contained for that grade level and is color coded for easy reference. Each Guide contains skill descriptions, teaching activities, a flow chart and special helps. The teacher should first become familiar with each of the five skill areas when planning the year's work. Subsequently, the teacher should constantly check classroom progress in each area throughout the year.

Further development and evaluation of this program will be a continuing endeavor of the Project. It is necessary, therefore, that each teacher add supplementary materials as each may be forthcoming, utilize pre- and post- tests as they are issued, and respond to questionnaires and evaluation sheets which may be included.

This Guide contains the most recent results of countless hours of effort and contributions made by numerous teachers and administrators throughout the life of the Revitalization Program. Conscientious implementation will result in a program which infuses sequential skill and concept development into traditional content curriculum.

HOW TO TEACH SKILLS

For years, content has been the main focus in Social Studies Education. The Social Studies Revitalization Project has come to realize that skill mastery is as important as the acquisition and retention of information. With this in mind, skill development has a high priority in the implementation of our new Social Studies curriculum in this district. In spite of the fact that teachers have been teaching for skill mastery for many years, the Committee feels it is important that a review of skill development guidelines and techniques is worthwhile at this point.

Barry Beyer has developed four general guidelines:

1. The teaching of skills may be done with a variety of media. (films, experiences, as well as texts)

2. Content must serve as a vehicle as well as a goal for learning.

3. The most productive way to teach skills is to integrate them into the natural flow of the course content. For example, within the framework of a study of the American Revolution, the teacher may introduce and develop discussion skills, map skills, listening skills, concepts and values clarification.

4. The teaching of skills must be a conscious and organized effort on the part of both teacher and student.

   The teacher must:

   a. read about, tell about or show the skill
   b. explain the steps involved in using the skill
   c. demonstrate the skill

   The student must:

   a. practice the skill numerous times
   b. reflect on and summarize the skill*

Remember: There is a difference between teaching a skill and (constant) testing for skill acquisition. Teachers frequently assume students have previously acquired a skill, when, in fact, they may never have been systematically taught that skill.

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*Beyer, Barry, Back To Basics, Social Science Education Consortium, 1977, pp. 21-23.

LEARNING SKILLS

INTRODUCTION

Seven learning skills were selected by the task group in the social studies project. Most of them will be very familiar to you, the teachers of education.

These skills are:

Listening
Speaking
Viewing
Reading
Writing
Map Skills
Table, Charts, Graphs and Statistical Skills

The Learning Skills Task Group realized that many of these skills are already an integral part of your daily teaching, although they may not be emphasized in the context of social studies. We found that these skills are important to all students and are used in all disciplines.

The purpose of the Learning Skills section of this guide is to clearly define the skills and integrate them into the Social Studies Curriculum. Many of the sample activities can be adapted to various subject matters, as well as to the materials we used.

TABLE OF CONTENTS

LEARNING SKILLS

Skill	Page #
Listening	L3 - L6
Speaking	L7 - L10
Viewing	L11 - L13
Reading	L14 - L16
Writing	L17 - L20
Map Skills	L21 - L23
Table, Charts, Graphs & Statistical Skills	L24 - L26

LISTENING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can be aware of emotionally loaded terms and sweeping generalizations.								*	---	---	---	---	/
B.	Can follow sequence of ideas.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can recognize relationships from which inferences and conclusions can be drawn.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can be able to determine that some pertinent idea has been omitted and whether content and presentation are fair, accurate, and consistent to topic.								*	---	---	---	/	
E.	Can follow directions given orally by teacher.	*	---	---	---	---	---	---	---	---	---	---	/	
F.	Can gather data from a recording when guided or cued.	*	---	---	---	---	---	---	---	---	---	---	/	
G.	Can gather data from teachers' and students' oral presentation.					*	---	---	/					
H.	Can gather data from a recording when not guided or cued.					*	---	---	---	---	---	---	/	
I.	Can discriminate between main ideas and supporting details in an oral presentation and group discussions.					*	---	---	/					

* Grade at which skill is introduced
--- Grades at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

(Grade 5)

THE SKILL OF LISTENING

DEFINITION:	An internal process in which the individual tries to understand the spoken language or other sounds.
Skill A	Can be aware of emotionally loaded terms and sweeping generalizations.
Skill B	Can follow sequence of ideas.
Skill C	Can recognize relationships from which inferences and conclusions can be drawn.
Skill D	Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.
Skill E	Can follow directions given orally by teacher.
Skill F	Can gather data from a recording when guided or cued.
Skill G	Can gather data from teachers' and students' oral presentations.
Skill H	Can gather data from a recording when not guided or cued.
Skill I	Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Note: The teacher is responsible for the following skills at this level:

Skill - B
C
E
F
G
H
I

ACTIVITIES
LISTENING SKILLS

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Introduced at Junior High Level

Skill B Can follow sequence of ideas.

The children will listen to an old English ballad entitled "Sir Eglamore", accompanied by 4 ancient musical instruments and will demonstrate their ability to retell the story of the ballad and identify the sounds of each of the four instruments. Data Bank, Level 5, Unit 3, Day 12.

Skill C Can recognize relationships from which references and conclusions can be drawn.

The children will make inferences about Ibn Battuta himself and about the values held by the people of ancient Mali on the basis of information they gathered from the Recording 10, Ibn Battuta in Mali - Data Bank, Level 5, Unit 4, Day 7.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.

Introduced at Junior High Level

Skill E Can follow directions given orally by teacher.

Given statistics about the population of the English colonies, the children will construct a circle graph following oral instruction only. Data Bank, Level 5, Unit 5, Day 13.

Skill F Can gather data from a recording when guided or cued.

The children will demonstrate their ability to gather factual data by answering questions on Recording 7, "The Travels of Marco Polo". Data Bank, Level 5, Unit 3, Days 6 and 7.

Skill G Can gather data from teachers' and students' oral presentations.

The children will engage in role playing of three groups of San Francisco Citizens, for the purpose of planning and presenting their positions on the topic, should a vigilance committee handle law enforcement in the city. The other students must challenge the positions of the groups. Data Bank, Level 5, Unit 7, Day 10.

Skill H Can gather data froma recording when not guided or cued.

The children will listen to Recording 1, A Viking Saga, and gather information about Viking Voyages to North America. Data Bank, Level 5, Unit 1, Days 6 and 7.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Given a recording simulation of the debates between Lincoln and Douglas, the children will gather information about Lincoln's views on slavery before he became president. The children should be able to state why he held these views. Data Bank, Level 5, Unit 8, Day 6.

SPEAKING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can give an oral report.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can participate orally and effectively in: a. small group discussion b. committees c. forums d. debates e. skits					*	---	---	---	---	---	---	/	
C.	Can effectively participate in role-playing situation.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can pronounce selected social studies terms correctly.	*	---	---	---	---	---	---	---	---	---	---	/	
E.	Can develop and conduct oral interviews.	*	---	---	---	---	---	---	---	---	---	---	/	

*	Grade at which skill is introduced
---	Grade at which skill is reinforced, maintained, extended
/	Grade at which 90% mastery should be expected

THE SKILL OF SPEAKING

DEFINITION: The ability to use audible symbols effectively and understandably.

Skill A	Can give an oral report.
Skill B	Can participate orally and effectively in: a. small group discussions b. committees c. forums d. debates e. skits
Skill C	Can effectively participate in a role-playing situation
Skill D	Can pronounce selected social studies terms correctly.
Skill E	Can develop and conduct oral interviews

Note: The teacher is responsible for the following skills at this level:

Skill - A
B
C
D
E

ACTIVITIES
SPEAKING SKILLS

Skill A Can give an oral report - Introduced at Primary Level, however, skill should be reinforced and progressively more sophisticated.

The children will read essays about government aloud and will comment orally on each other's work. Data Bank, Level 5, Unit 6, Day 11.

Skill B Can participate orally and effectively in:

- a. small group discussion
- b. committees
- c. forums
- d. debates
- e. skits

The children will participate in a class debate using specific rules of order, and present their opinions in an orderly manner. Data Bank, Level 5, Unit 12, Days 11, 12, and 13.

Skill C Can effectively participate in a role-playing situation.

Introduced at Primary Level

Supplement Activities:

Given data about the three plans for government proposed at the Constitutional Convention, the children will engage in an enactive model of the convention to determine the kind of government eventually adopted. Data Bank, Level 5, Unit 6, Day 15.

Skill D Can pronounce selected social studies terms correctly.

These general activities can be adapted to any level of learning.

1. Word scrambling - each one, in a group of scarmbled words is followed by a definition that states the meaning of the word when it is correctly spelled. Read each of the definitions and then unscramble the word.

2. Several sets of words are given. In each set, two words have a definite realtionship; following these two words is a single word followed by a blank. Below the blank are three words. Choose the word that is related to the word preceding the blank in the same way as the first two words are related. Example:
   employer; employee - management, labor, trade,
   labor, employment

3. Attaining Concepts

	Teacher	Student
a.	say this word after me...	repeats word.
b.	this is an...	looks at object, listens to description.
c.	this is also an...	given, or reads statements which are illustrative examples of the concept.
d.	this is not an...	looks at new object, or listens to new description or reads statements which are not samples of the concept (but which may be similar form, etc.)
e.	show me an... or tell me what you think an... is or which of these describes an... or is this an...	points to object. Defines the concept. Selects from one or more description.
f.	asks: How then would you define an...	gives summary, generalizations. (definition of concepts).

4. Anagram Games, using specialized vocabulary at specific level. Source: Success With Words in Social Studies, English, Science, ath by Harold L. Herber

5. Use words surrounding an underlined term in each of a group of sentences to figure out the meaning of the term. Example: the interactions of biotic factors influence the development and survival of each other and the species.

6. There are six words in each section. Cross out the two words in each group that you feel are not related to the others. In the blank at the top of each group, write the term from the list given which best describes the relationship of the remaining four.

7. Use each pair of words, in a list given, in a single sentence that shows the relationship between the words.
    a. population : species
    b. community : population

8. For several groups of words, arrange each of the groups into a logical progression. State the reason for the sequence in the blank provided.

Skill E Can develop and conduct oral interviews.

Have students interview people of various occupations, to determine what they do for a living, and what the requirements are to be able to do it.

VIEWING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can list information derived from a single, still photograph	*	---	---	---	---	---	/						
B.	Can describe what is portrayed in a single, still photograph	*	---	---	/									
C.	Can classify photographs by subject	*	---	---	---	---	---	---	---	/				
D.	Can discriminate between relevant and irrelevant visual evidence	*	---	---	---	---	---	---	---	/				
E.	Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips, or collections of pictures	*	---	---	---	---	---	---	---	/				
F.	Can arrange an interpretive display on a bulletin board						*	---	---	---	---	---	---	/
G.	Can interpret television	*	---	---	---	---	---	---	---	---	---	---	---	/
H.	Can identify and distinguish between various visual media						*	---	---	---	/			

*	Grade at which skill is introduced
---	Grade at which skill is reinforced, maintained, extended
/	Grade at which 90% mastery should be expected

THE SKILL OF VIEWING

The visual inspection and critical assessment with a particular purpose in mind.

Skill A	Can list information derived from a single, still photograph.
Skill B	Can describe what is portrayed in a single, still photograph.
Skill C	Can classify photographs by subject.
Skill D	Can discriminate between between relevant and irrelevant visual evidence.
Skill E	Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.
Skill F	Can arrange an interpretive display on a bulletin board.
Skill G	Can interpret television
Skill H	Can identify and distinguish between various visual media. Introduced at Intermediate Level

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D
E
F
G
H

ACTIVITIES
VIEWING SKILLS

Skill A Can list information derived from a single, still photograph.

Given Data Foldout 3: "San Juan Cipistran Mission", the children will gather data about life on a Spanish Mission in California. Data Bank, Level 5, Unit 5, Day 4.

Skill B Can describe what is portrayed in a single, still photograph.

Mastered at Primary Level

Skill C Can classify photographs by subject.

Given a data pack, the children will deduce the ways in which individuals and groups tried to help factory workers and the specific problems these efforts might have solved or alleviated. Data Bank, Level 5, Unit 9, Day 6.

Skill D Can discriminate between relevant and irrelevant visual evidence.

Given a filmstrip, the children will gather data about the strengths and weaknesses of the colonists and the English and reasons why the colonists won the war. Data Bank, Level 5, Unit 6, Day 11.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Given pictures of a reed boat still used in South America and Thor Heyerdahl's copy of an Egyptian pyramid and a Mexican pyramid, the children will note the similarity between the boats and pyramids. Data Bank, Level 5, Unit 1, Day 11.

Skill F Can arrange an interpretive display on a bulletin board.

Activities involved here can be adapted to all levels stressing the skill or organizing, creativity, using the best media to express the idea, simplicity, clarity.

Skill G Can interpret television.

Activities involved here can be adapted to all levels, according to circumstances and at the discretion of the teacher.

Skill H Can identify and distinguish between various visual media.

Given Data Pack 7, the children will gather information from visual sources about the actions the colonists took to demand their rights. Data Bank, Level 5, Unit 6, Day 9.

READING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can sound out and pronounce words.	*	---	---	---	---	---	---	---	/				
B.	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can discriminate between the main idea and subordinate details in paragraphs, or in longer prose passages.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.					*	---	---	---	---	---	---	/	
E.	Can follow and UNDERSTAND written directions.	*	---	---	---	---	---	---	---	---	---	---	/	

*	Grade at which skill is introduced
---	Grade at which skill is reinforced, maintained, extended
/	Grade at which 90% mastery should be expected

THE SKILL OF READING

DEFINITION: A complex process of grasping the meaning from print, imagining, translating, inferring the intent, organizing ideas and evaluating meaning.

Skill A	Can sound out and pronounce words.
Skill B	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.
Skill C	Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.
Skill D	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.
Skill E	Can follow and understand written directions.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D
E

ACTIVITIES
READING SKILLS

Skill A Can sound out and pronounce words.

Given a list of vocabulary words the children will be asked to pronounce them correctly.

Can be adapted to any level or source.

Given a reading selection on a given topic, the student should read orally, stressing proper pronunciation.

Skill B Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.

The children will read in the textbook to gather information about the National Woman's Party and the History of the Equal Rights Amendment. Data Bank, Level 5, Unit 12, Days 7 and 8.

Skill C Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.

Given a textbook reading, the children will deduce major developments in American society at the end of the nineteenth century. Data Bank, Level 5, Unit 9, Day 9.

Skill D Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.

The children will read a selection in their textbooks and will demonstrate their ability to gather factual information about 2 topics: life on the medieval manor and the evidence available to us on the manor. Data Bank, Level 5, Unit 3, Day 1.

Skill E Can follow and understand written directions.

Students will read for comprehension of ideas and will reread and answer questions to insure understanding. Data Bank, Level 5, Unit 4, Day 3.

WRITING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can write short answers to questions found in the text and on worksheets.		*	---	---	---	---	---	---	/				
B.	Can construct one-sentence answers to several types of questions.		*	---	---	---	---	/						
C.	Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.			*	---	---	---	---	---	---	---	---	/	
D.	Can write a short essay consisting of two or more paragraphs.					*	---	---	---	---	---	---	/	
E.	Can construct and utilize questions which are designed to secure specific pieces of data.								*	---	---	---	/	
F.	Can research and write term papers.					*	---	---	---	---	---	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILLS OF WRITING

DEFINITION: Communication by using written language symbols

Skill A	Can write short answers to questions found in the text and on worksheets.
Skill B	Can construct one-sentence answers to several types of questions.
Skill C	Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.
Skill D	Can write a short essay consisting of two or more paragraphs
Skill E	Can construct and utilize questions which are designed to secure specific pieces of data.
Skill F	Can research and write term papers.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D
F

ACTIVITIES
WRITING SKILLS

Skill A Can write short answers to questions found in the text and on worksheets.

The children will read excerpts from the journal kept by Columbus and his crew in order to gather information about a possible European discovery of America. The children will then have a short answer quiz. Data Bank, Level 5, Unit 1, Day 2.

Skill B Can construct one-sentence answers to several types of questions.

Have children examine cards or pictures portraying information, then write a few specific questions to test comprehension.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

The children will write a paragraph in which they compare the picture of life in the West that emerges from the songs. They should tell why they came to their conclusions. Data Bank, Level 5, Unit 7, Day 3.

Skill D Can write a short essay consisting of two or more paragraphs.

Given a textbook reading, the children will gather facts about the results of the Emancipation Proclamation, and then write an essay of 2 paragraphs. Data Bank, Level 5, Unit 8, Day 11.

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

Introduced at Junior High Level

Skill F Can research and write term papers.

Write a short report with clarity and exactness, including a simplified bibliography, to show sources of information. Give credit for quoted material in written work.

MAP SKILL SEQUENCING

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can accurately determine the distance from one point to another.		*	---	---	---	---	---	---	---	---	/		
B.	Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.		*	---	---	---	---	---	---	---	---	/		
C.	Can state the relative advantages and disadvantages of various types of map projections.				*	---	---	---	---	---	---	/		
D.	Can construct and label a map.		*	---	---	---	---	---	---	---	---	/		
E.	Can understand and interpret map symbols.		*	---	---	---	---	---	---	---	---	/		

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

MAP SKILLS

Skill A	Can accurately determine the distance from one point to another.
Skill B	Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.
Skill C	Can state the relative advantages and disadvantages of various types of map projections.
Skill D	Can construct and label a map.
Skill E	Can understand and interpret map symbols.

Note: The teacher is responsible for all skills at this level.

ACTIVITIES
MAP SKILLS

Skill A Can accurately determine the distance and direction from one point to another, equating time and distance.

1. Use a highway map to locate places by number and key systems; plan trip using distance, direction, location.
2. Relate low latitudes to the equator and high latitudes to the polar areas.
3. Identify time zones of the United States and relate to longitude. Introduce time zones.
4. Estimate distances on a globe using latitude in degrees.
5. Estimate air distance on globe using tape or string to measure great circle routes.
6. Use road map of New York State and plan a trip between two points listing routes taken, mileage and direction.
7. Using a global map with lines of longitude and latitude marked by degree, given coordinate points, find degree position of continents, cities, or other locations or vice versa.
8. Using a standard time zone map of the United States, determine time of day in given cities.
9. Using a global map, given the number of miles in a degree, estimate the distance between two points.
10. Using a globe and string or tape, measure the distance between New York City and Moscow. Note areas great circle route covers.

Skill B Can locate and interpret varieites of natural phenomena, patterns of land use, density of population, relative size of communities, and so forth.

1. Use a highway map to locate places by number and key systems, plan trip using distance, direction, location.
2. Use longitude and latitude in locating places on wall map.
3. Compare two maps of same area combining the data and drawing conclusions based on the data.
4. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources.
5. Understand the significance of relative locations as it has affected national policies.
6. Using standard time zone maps of the United States, determine time of day in given cities.
7. Have the children work with Data Master 10: The English Colonies. Ask them to:
    - a. locate Pennsylvania
    - b. find out which colonial city was located there
    - c. list the products of Pennsylvania
    - d. describe the geography of Pennsylvania (Holt-Unit 5, Day 12)

Skill C Can state the relative advantages and disadvantages of various types of map projections.

1. Understand different map projections and recognizing distortions involved in any representation of earth other than the globe.

2. Have the children compare the old European map on page 104 with a modern map of the west coast of Africa to determine how accurate the old map is. When they see that this map is a remarkably accurate rendering of the western coast of Africa, ask them to tell how this old map differs from modern maps of the same area. Data Bank, Level 5, Unit 4, Day 3.

Skill D Can recognize, organize and construct a map.

1. Construct a map using the proper scale which shows how to get from point A to point B. Example: from Cincinnatus to Cortland, from your home to school.
2. The children will create a plan for a western town, using the grid pattern on Data Master 13 as the basis of their plan. Data Bank, Level 5, Unit 7, Days 5 and 6.

Skill E Can understand and interpret map symbols

1. Use a highway map to locate place by number and key systems; plan trip using distance, direction, location.
2. Identify symbols used for water features for source, mouth, direction of flow, depths, ocean currents.
3. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources.
4. Using a United States map, locate the source of a major river and mark with an X, tell the direction of flow by use of an arrow, circle its mouth.
5. The children will read the map and fill in topographical and climatic information for New York State on Data Master 4: The Early American Indians, and will correlate that information about the Iroquois' means of livelihood which this map provided. Data Bank, Level 5, Unit 2, Days 2 and 3.

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can gather information from tables, charts, and graphs with and without specific cues.	*	---	---	---	---	---	---	---	---	---	---	/	
B. Can convert from one form of written tabular or graphic representation to another with or without directions.	*	---	---	---	---	---	---	---	---	---	---	/	
C. Can recognize inaccuracies or distortions in graphic presentations.	*	---	---	---	---	---	---	---	---	---	---	/	
D. Can recognize, organize, and construct time lines.					*	---	---	---	---	---	---	/	
E. Can use an index to gather or present statistical evidence.										*	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

DEFINITION: The interpretation and representation for tables, charts, and graphs.

Skill A	Can gather information from tables, charts, and graphs with and without specific cues.
Skill B	Can convert from one form of written tabular or graphic representation to another with or without directions.
Skill C	Can recognize inaccuracies or distortions in graphic presentations.
Skill D	Can recognize, organize and construct time lines.
Skill E	Can use an index to gather or present statistical evidence.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D

ACTIVITIES
TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

Skill A Can gather information from tables, charts and graphs with and without specific cues.

Given a variety of graphs, the children will read them to gather data on the living and working conditions of many Americans during the Industrial Revolution. Data Bank, Level 5, Unit 9, Day 5.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

Given model graphs as guides, the children will organize and present, on their own graphs, data about a variety of imaginary situations. Data Bank, Level 5, Unit 9, Day 4.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

Interpret, analyze, and compare charts and pictoral material. Activities: See the activities under skill A - Data Bank has numerous sources.

Skill D Can recognize, organize and construct time lines.

1. Take each President - Use the dates of his term, then list each state under each man, as they were admitted to the union.
2. Take each state and arrange them in order of their admittance.
3. Time: Given data about the history of the United States, the children will construct "life line" which illustrates chronologically the main events and developments in the life of the nation. Data Bank, Level 5, Unit 8, Day 1.

Skill E Can use an index to gather or present statistical evidence.

Introduced at Grade 9

TABLE OF CONTENTS

INQUIRY SKILLS

Introduction I-1

Flow Chart I-6

Skill Descriptions and Objectives/Evaluation Items I-7

- Noting Similarities and Differences I-7
- Classifying I-11
- Drawing Inferences I-13
- Generalizing I-17
- Hypothesizing I-19
- Distinguishing Between
  - Facts and Opinions I-21
  - Activities I-26

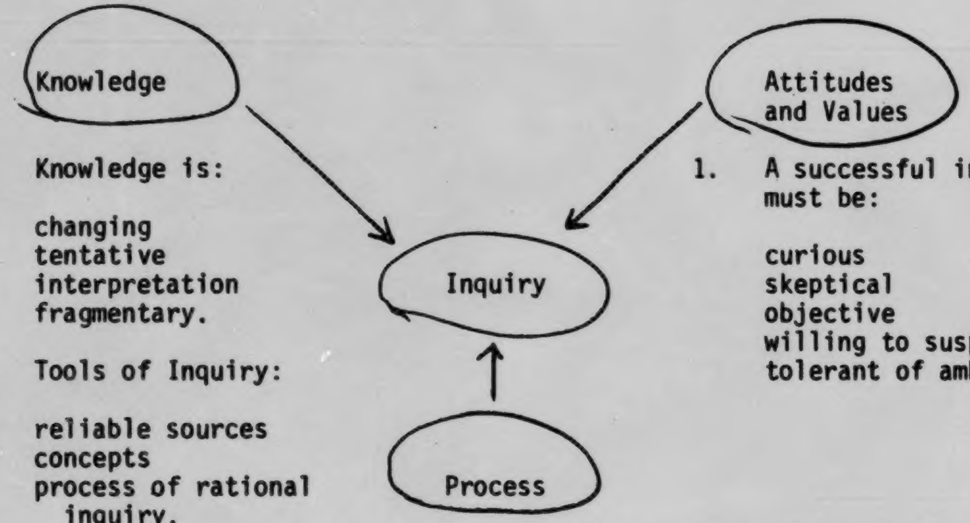
INTRODUCTION

During the past decade, increased attention has been given to the teaching of social studies skills from kindergarten to the twelfth grade. The usual emphasis placed on acquiring content as an end in itself can no longer be justified. To survive in our rapdily changing world, our children do not need to memorize a myriad of useless facts, soon to be forgotten or superseded by new knowledge. Rather, they must leave the classroom equipped with the skills needed to uncover, process, and interpret data. In other words, with the realization that knowledge is doubling almost every decade, our children must possess the skills which will not only enable them to choose relevant data from constantly changing knowledge, but will also enable them to revise and re-evaluate what they have learned.

With this in mind, social studies educators must give priority to teaching skills that will be of most value to their students in the future. Probably the most important of these are problem-solving and critical thinking skills. Once acquired, these skills will enable children to learn independent of the classroom, thus becoming more responsible for their own education. Students equipped with these skills might be better able to cope with their personal problems, as well as survive the complexities of modern day society. Perhaps the most effective way in which these particular skills can be taught is through the use of inquiry.

What is "inquiry"? Some people have labeled it an approach, some have referred to it as a teaching method, while still others have termed it a strategy. Adding to the vagueness even more, some people believe that inquiry is synonymous with asking questions, analyzing information, critical thinking, or problem-solving. Yet amidst all this confusion, one common feature of inquiry emerges - that is, inquiry refers to a specific way that people can be guided in learning. According to Beyer, inquiry is a process that requires the learner "to perform certain intellectual operations in order to make experience understandable."* It requires working with data in a special way, certain kinds of knowledge, and the possession of a unique set of attitudes and values that will support this particular way of learning.

Refer to the diagram below...*



1. Knowledge is:

   changing
   tentative
   interpretation
   fragmentary.

2. Tools of Inquiry:

   reliable sources
   concepts
   process of rational inquiry.

1. A successful inquirer must be:

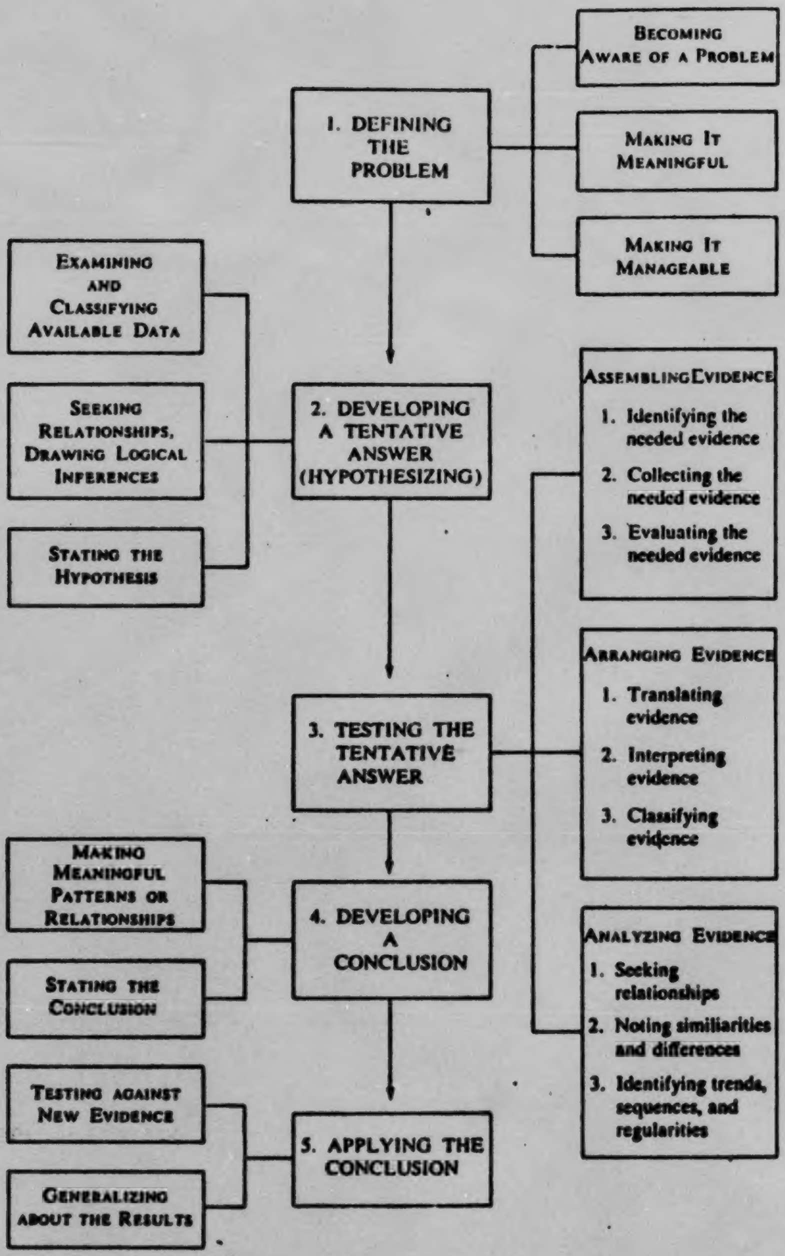
   curious
   skeptical
   objective
   willing to suspend judgement
   tolerant of ambiguity.

1. Define a purpose for inquiring
2. Arrive at a tentative answer - hypothesizing.
3. Test this hypothesis against various data
4. Draw a conclusion
5. Apply the conclusion to new data and generalizing

As depicted in this diagram, the three dimensions of inquiry are in practice inseparable. However, the "process" of inquiring is the key to inquiry. It is this process that makes inquiry learning so different from other ways of learning. It is a complex way of learning, but a very effective one. When viewed in its entirety, it looks like this...

*From Barry K. Beyer's Inquiry in the Social Studies Classroom: A Strategy for Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio 1971.

The Process of Inquiring*


1. DEFINING THE PROBLEM
BECOMING AWARE OF A PROBLEM
MAKING IT MEANINGFUL
MAKING IT MANAGEABLE
EXAMINING AND CLASSIFYING AVAILABLE DATA
SEEKING RELATIONSHIPS, DRAWING LOGICAL INFERENCES
STATING THE HYPOTHESIS
2. DEVELOPING A TENTATIVE ANSWER (HYPOTHESIZING)
ASSEMBLING EVIDENCE
1. Identifying the needed evidence
2. Collecting the needed evidence
3. Evaluating the needed evidence
3. TESTING THE TENTATIVE ANSWER
ARRANGING EVIDENCE
1. Translating evidence
2. Interpreting evidence
3. Classifying evidence
MAKING MEANINGFUL PATTERNS OR RELATIONSHIPS
STATING THE CONCLUSION
4. DEVELOPING A CONCLUSION
ANALYZING EVIDENCE
1. Seeking relationships
2. Noting similiarities and differences
3. Identifying trends, sequences, and regularities
TESTING AGAINST NEW EVIDENCE
GENERALIZING ABOUT THE RESULTS
5. APPLYING THE CONCLUSION

*Refer to note on I-2; (page 50).

"In essence this process involves three distinct types of intellectual operations - making inferences from data, testing these against more data, and synthesizing bits and pieces of information into meaningful wholes. These operations are performed over and over again in almost every stage of inquiring. In the hypothesizing stage, an inference drawn from a brief survey of the data may be quickly tested and synthesized into a hypothesis. In the testing stage, this hypothesis is examined in the light of new evidence as each aspect is checked and inferences are made about it, tested, and finally refined, retained, or discarded. ...this process may be repeated numerous times before any acceptable conclusion is reached. Finally, these same three operations are engaged in when one treats the conclusion as a hypothesis to test it against additional data before finally accepting it... . These operations form the heart of the inquiry process - but they are not synonymous with it. The process uses these for different reasons and thus encompasses much more." (Refer to note on I-2; pg. 51).

"The process of inquiring, furthermore, utilizes analytical thinking (deliberate, step-by-step, logical thinking) and intuitive thinking (guessing, hunching, jumping to conclusions). Inductive reasoning, moving from bits and pieces of data to all-encompassing statements, and deductive reasoning, moving from all the relevant data to a concluding statement, are also used repeatedly and often interchangeably. Inquiring involves many acts, some conscious and deliberate, others haphazard and almost automatic. It is not always a neat progression of steps from one simple operation to another a bit more complex. The inquirer may frequently go through this process a number of times before the initial problem is resolved. Yet, inquiry starts with a problem or question of some sort and moves at varying rates of speed to some type of a resolution or conclusion. It is one way of making meaning from experience." (Refer to note on I-2; pg. 51).

The skills necessary for successful inquiry are numerous. However, for our purposes only eleven have been selected to be implemented in our comprehensive and sequential social studies program, kindergarten through the twelfth grade. They are as follows:

1. Noting Similarities and Differences
2. Classifying
3. Drawing Inferences
4. Generalizing
5. Hypothesizing
6. Distinguishing Between Facts and Opinions
7. Identifying Needed Evidence
8. Recognizing Biased Statements
9. Asking Useful Questions
10. Distinguishing Between Primary and Secondary Sources
11. Evaluating Sources of Information.

On the following page is a flow chart which identifies the particular grade in which a skill is to be introduced, the grades in which the skill is reinforced, and finally the grade in which mastery should be expected.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Noting Similarities and Differences	*	---	---	---	---	---	---	---	---	---	---	/	
Classifying	*	---	---	---	---	---	---	---	---	---	---	/	
Drawing Inferences	*	---	---	---	---	---	---	---	---	---	---	/	
Generalizing	*	---	---	---	---	---	---	---	---	---	---	/	
Hypothesizing		*	---	---	---	---	---	---	---	---	---	/	
Distinguishing Between Facts and Opinions					*	---	---	---	---	---	---	/	
Identifying Needed Evidence								*	---	---	---	/	
Recognizing Biased Statements								*	---	---	---	/	
Asking Useful Questions								*	---	---	---	/	
Distinguishing Between Primary and Secondary Sources								*	---	---	---	/	
Evaluating Sources of Information								*	---	---	---	/	

*	Grade at which skill is introduced
---	Grades through which skill is developed and reinforced systematically
/	Grade at which mastery should be expected

NOTING SIMILARITIES AND DIFFERENCES

(Comparing)

Skill Description:

Students at all levels should be provided with sufficient opportunities to note likelinesses and differences. Initially, it is common practice to focus on differences. It would appear that what makes the difference is what really counts. Few of us observe the numerous similarities of objects which exist. When we ask them to contrast, we are asking for differences only. The kind of comparisons we attempt to elicit will depend on a variety of factors, namely, the age, grade level, and maturity of the student, as well as the nature of the task at hand. In the earlier grades, comparison may involve concrete objects; in the later grades, abstractions.

Examples:

1. Compare the two animals pictured below

Monkeys and Elephants

Similarities:

(1) Both are animals
(2) Both are mammals
(3) Both have hair on body
(4) Both have eyes, nose, mouth, and tails
(5) Both can be found in Africa and Asia

Differences:

Monkey	Elephant
(1) Can use front paws for manipulation	(1) Cannot use front feet for manipulation

(Grade 5)

Differences (con't)

Monkey	Elephant
(2) Can use fingers	(2) Cannot use toes
(3) Swings by tail	(3) Cannot swing by tail
(4) Moves quickly and freely	(4) Moves in a cumbersome way
(5) Is smaller than an elephant	(5) Is larger than a monkey
(6) Cannot lift large logs	(6) Can lift large logs
(7) Has no trunk.	(7) Has a long trunk.

If you were comparing a monkey with an elephant, perhaps you would have thought of other items to list instead of, or in addition to, those in this example. YOU are the one to decide what you will include in your comparison.

2. Compare the political climate, for the introduction of new economic solutions to the Great Depression, at the beginning of Hoover's presidency with the political climate four years later when F. D. R. assumed the presidency.

Noting Similarities and Differences

Level: Five

Source: Holt Data Bank (Inquiring About American History)

* *

Sample Objectives

Objective #1 Using the evidence available to them, children will compare the empires of Ghana and Mali. (Unit 4, Day 6)

Objective #2 Given data about the Europeans, West Africans, and Indians in North America, the children will compare these groups to determine the motives they had for coming to North America and the outcome of their meetings with each other. (Unit 5, Days 10 and 11)

Objective #3 Given observed data (Sound Filmstrip 8) about Chinese and Japanese imigrants in California, the children will use the data to make comparisons among these two groups and the other immigrant groups they have studied in this unit. (Unit 10, Days 9 and 10)

Sample Evaluation Items

#1 Comparisons should deal with the following:
    size of countries?
    religion of people?
    language?
    writeen communication?

This evaluation item could be written or oral.

#2 Focus comparisons on two points: reasons for coming to the New World and outcome of meetings with the Indians. Help children organize their comparisons by putting the following chart on the chalkboard and asking them to copy it into their notebooks. This could also be completed by the students and handed in to the teacher for evaluation purposes.

	Spanish	French	English	W. African
Reason for coming to the New World				
Outcome of meetings with American Indians				

#3 Questions such as the following could be asked in written or oral form:

a) How are the emmigrants similar?
b) How are they different?
c) Did all groups seem to have some problems in common?
d) How did their problems differ?
e) Did they come to America for the same reasons?
f) How did the work of these emmigrants differ?

CLASSIFYING

Skill Description:

"To classify is to assign names and arrange the data. It is a process of sorting to suit a particular purpose. Classification is putting data into groups. Each member of a group has one or more characteristics in common. Therefore, one can identify and place like things in certain categories or classes. Classification normally goes on throughout the inquiry process."*

Classification is used extensively in our lives. Evidence of classification can be found in the supermarkets, in our places of work, as well as in our homes. And frequently items which we find classified, can be grouped in many different ways depending on the purpose for the classification.

Example:

Group the following words into as many different classifications as possible:

cat
shark
tuna
lion
dog
elephant
turkey
trout
bass
eagle
sheep
robin
tuna
pike
bluebird

Possible categories might be as follows: animals that fly, animals that live in water, etc.

---

*Taken from Teaching Social Studies Skills, by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 191.

CLASSIFYING

Level: Five

Source: Holt Data Bank (Inquiring About American History)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given the gray and white cards in Data Pack #2, the students will be able to organize them so that each excerpt from Hwui Shan's story (gray card) is matched with a piece of archeological evidence which might explain the excerpt (white card). (Unit 1, Days 9 and 10)

Objective #2 Given data about immigration, the children will classify the data according to the period of immigration to which it relates. (Unit 10, Day 1)

Sample Evaluation Items

#1 After the groups have finished working, each should select a representative to speak for the group. One group should report that it is probable that Hwui Shan came to the New World; another that it is possible; another that it is impossible. Questions should be asked of each group to back up their belief with evidence.

#3 Sample questions should deal with the differences between the two periods of immigration.

Drawing Inferences

Skill Description:

In understanding the significance of spoken or written statements it is frequently necessary to be able to grasp implications or inferences which may not be stated directly. Thus the whole matter of grasping the meaning of statements beyond the actual facts presented is a very important skill or ability in considering material in the field of the social sciences, as well as in other fields. This process is closely akin to general reasoning processes followed in the study of logic, but, of course, has implications to learning in the social studies.

It is important for pupils to learn the limitations of a passage as well as the inferences which may properly be drawn from it. For that reason, several of the numbered statements on the next page go beyond the information provided in the passage to the extent that they are not warranted as inferences. Practice with exercises of this type will aid in developing in pupils the ability to draw conclusions or recognize correct inferences and also to recognize statements which are unwarranged as inferences from the data provided.

Inference: "A truth or proposition drawn from another which is admitted or supposed to be true; a conclusion; a deduction" (unabridged dictionary).

EXAMPLES

I. Directions: Assuming that the information in the paragraph on the next page is true, it is possible to establish other facts using the ones in this paragraph as a basis for reasoning. This is called drawing inferences. There is, of course, a limit to the number of kinds of facts which may be properly inferred from any statement.

By writing the proper symbol in the space provided, indicate that a statement is True, if it may be properly inferred from the information given in the paragraph. Indicate that it is Untrue, if the information given in the paragraph implies that it is false. Indicate that No Inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:

T - if the statement may be inferred as TRUE
F - if the statement may be inferred as UNTRUE
N - if no inference can be drawn about it from the paragraph

By the close of the thirteenth century there were several famous universities established in Europe, though of course they were very different from modern ones. One of the earliest to be founded was one of the most widely known. This was the University of Bologna where students from all countries came who wished to have the best training in studying Roman Law. Students especially interested in philosophy and theology went to the University of Paris. Those who wished to study medicine went to the Universities of Montpelier or Salerno.

____ 1. There were lawsuits between people occasionally in those days.

____ 2. The professors were poorly paid.

____ 3. In the Middle Ages people were not interested in getting an education.

____ 4. There were books in Europe at that time.

____ 5. Most of the teaching in these medieval universities was very poor.

____ 6. There was no place where students could go to study.

____ 7. There were no doctors in Europe at this time.

____ 8. There was no way to travel during the Middle Ages.

____ 9. If a student wanted to be a priest, he would probably attend the University of Paris.

____10. There were no universities in Europe before the thirteenth century.

____11. There was only one language in Europe at this time.

DRAWING INFERENCES

Level: Five

Source: Holt Data Bank (Inquiring About American History)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Using information about manor life provided by a recording, the students will make inferences about the lives of some Europeans before Columbus, and they will distinguish between two kinds of information: facts and inferences. (Day 3, Unit 3)

Objective #2 Given Recording 18: "Looking West: The Appeal of Songs", the students will be able to infer some of the motives people had for moving west. (Day 3, Unit 7)

Sample Evaluation Items

#1 Evaluation - If you wish, use the following activity to determine how well your students can distinguish between facts and inferences. They have been working with these two kinds of information for several weeks, and should be developing an understanding of the differences between them.

Type or write the following information on a duplicating master and run off a copy for each child:

Statement	Fact	Inference
John and Agnes Wilde, their children, and their neighbors ate vegetables, cheese, oatmeal cake and porridge nearly every day of the year.	F	
Money was very hard to get in Europe before the time of Columbus.		I
The amount of the fine which had to be paid to the court by a person who had broken one of the manor's rules depended on how much money that person had.		I
Unless the lord's officers moved around the field during the boon, the peasants would not work very hard.		I
The lord always gave the peasants a good evening meal as a reward for working in his field.	F	

Statement	Fact	Inference
Each person who had broken one of the manor's rules was fined either two or three pennies by the court.	F	
The lord's officers moved from place to place during the boon, trying to keep the workers at their tasks.	F	
There were no chairs or benches in the manor court, so everyone sat on the straw-covered floor.	F	
John and Agnes Wilde, their children, and their neighbors were unhealthy because they had a poor diet.		I
Many Europeans before Columbus liked to sit on the floor rather than on chairs or benches.		I
John Wilde's partner had bought his freedom by paying the lord six pieces of silver, the savings of a lifetime.	F	
The lord gave the peasants an evening meal for their work in the fields because he did not want to give them money.		I

Ask the children to write an "F" next to the statements which are facts and an "I" next to the statements which are inferences. (The answers are filled in here for your convenience.) If the term inference seems too difficult for your students, call such statements guesses and have the children write a "G" next to these statements.

GENERALIZING

Skill Description

A generalization is an understanding of a relationship between or among concepts. It is a means of linking ideas and concepts into a working relationship. Understandings called inferences, hypotheses, conclusions and principles are defined as generalizations. The relationship asserted by the phrase, "Land, labor, and capital are used in all production", is an example of a generalization. This phrase involves the separate concepts of land, labor, production, capital, and goods, and combines these concepts to form the generalization that some concepts are included in production of goods.

To clarify further the meaning of generalizations the following definitions are given:

1. A generalization has a relationship between concepts.
2. A generalization applies to whole categories, and asserts that something is true of some or all factors.
3. A generalization is a higher level of thinking than component concepts. It involves the meanings of the concepts but it makes its own meaning as the understanding of the concepts.
4. A generalization is based upon inference. It is derived from reasoning or suggestion, and it extends the scope of knowledge beyond observable data.
5. A generalization can be judged for truth and validity, which can be tests. If people agree on the meanings of the concepts in the generalization, then, by examining appropriate evidence, it can be tested by the methods of reasoning or inquiry.
6. The generalization is a body of understanding not verbalization, and is shown by overt behavior resulting from internal comprehension.

*Beyer P106-7 (Refer
to note on I-2)

GENERALIZING

Level: Five

Source: Holt Data Bank (Inquiring About American History)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given data about the changes in the English colonies, the children will summarize this data in brief general statements. (Unit 5, Days 16 and 17)

Objective #2 Given Data Pack 8: Looking West: The Appeal, and a list of the various reasons why people went west, the children will be able to make two general statements summarizing the main reasons why people went west. (Unit 7, Day 2)

Sample Evaluation Items

#1 Sample questions might include the following:

What was the population in 1660, 1700, 1740?
Where were the major settlements in 1660, 1700, 1740?
How many towns were there in 1660, 1700, 1740?

#2 Sample questions might include the following:

Why would anyone put up with many problems to go west?
What were some of the problems encountered by those people going west?
Do the advertisements suggest any possible answers to the above questions?

HYPOTHESIZING

Skill Description

Hypothesizing is a process of inquiry growing out of attitudes, values and knowledge. It is a complex operation which requires an individual to first define a purpose for inquiring and then to guess at a tentative answer or solution - to hypothesize. Then the hypothesis must be tested against relevant data and draw a conclusion about the truth of tentative answer - hypothesis.

1. Define a purpose - one feels a need to know something about a question or problem, and to examine the purpose within limits.
2. Guess at a tentative answer - solution or plan. The guess is based upon the available data, plus the background experiences of the inquirer, and is conditioned by his own particular frame of reference.
3. Testing the hypothesis against relevant data. After forming the hypothesis it must be tested to see how it is supported by the relevant information. Data must be gathered, evaluated, and analyzed to test the hypothesis.
4. Drawing a conclusion about the accuracy of the hypothesis. If the evidence examined supports the guess, then it is accepted as an answer or explanation. If the evidence does not support the hypothesis, then a second hypothesis must be formed, and tested again.
5. Apply the conclusion to new data and generalize. Conclusions are tested to see if they face up to the new data. This broadens the conclusions and becomes more general and less specific.

*Beyer, page 21 (Refer to note on I-2)

HYPOTHESIZING

Level:	Five
Source:	Holt Data Bank (Inquiring About American History)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1 Given new evidence about the discovery of America, the children will test and, if necessary, revise their hypothesis about who discovered America. (Unit 1, Days 2 and 3)

Objective #2 The students will observe Filmstrip 4, "The New Westerners," and state a hypothesis about the kinds of problems that people who lived in the western settlements faced. (Unit 7, Days 5 and 6)

Sample Evaluation Items

#1 Sample questions might include the following:

Why do you think the two illustrations show the Indians in such different ways?
Since both artists were European, do you think they ever saw Indians?
How valuable are these as historical evidence?
Do these illustrations provide more information about the Indians, or about the European artists?

#2 The kinds of problems that the children should discuss might include the following: dangers, loneliness, lack of comforts, weather, etc.

DISTINGUISHING BETWEEN FACTS AND OPINIONS

Skill Description

A worthwhile distinction which teachers should endeavor to make clear is the difference between facts and opinions. It is beyond debate that Franklin D. Roosevelt was President of the United States during World War II, but one could argue indefinitely whether or not Roosevelt was our greatest war President. The distinction between fact and opinion is always worth making because pupils will thus learn to base their conclusions or interpretations on facts. After discovering the facts relating to a series of events, pupils should be encouraged to interpret them and to form opinions about them. The following definitions might prove worthwhile:

Fact - a true statement

Opinion - a belief that rests on grounds or evidence that make the belief less than certain, or a belief that can never be proven true or false.

All are entitled to an opinion, but not all opinions are equally good. Evidence and use of such evidence is what makes the difference. The quality and usefulness of an opinion is determined by the evidence supporting the opinion.

Examples:

I. Directions: in the list which follows, some of the sentences are statements of fact, and others are statements of opinion. Indicate to which class you think each statement belongs by placing the proper letter in the space provided for it.

F - Fact
O - Opinion

__0__ 1. The Democratic party has done more for this country than the Republican party has.

__F__ 2. In 1939 there were two World's Fairs held in the United States.

__F__ 3. Alaska is northwest of Oregon.

__F__ 4. Scientific research often results in the production of new products.

__0__ 5. No war has ever accomplished any good for the world.

__0__ 6. A high tariff increases the prosperity of the country.

__0__ 7. Only his defeat at the Battle of Waterloo prevented Napoleon from making himself master of Europe.

__0__ 8. All communists in the United States are traitors to this country.

O 9. Dictators are never happy men.

F 10. The schools of today offer a broader training than did the schools of fifty years ago.

II. It is important that the critical reader be able to distinguish between statements of fact (something that can be readily proven by checking it against other information or by one's own observation), and opinion (something a person believes is so but cannot be proven beyond a doubt or agreed to by all people). In so doing, the reader can assess the overall quality of the evidence, hence the persuasiveness of the argument.

CAUTION: An opinion which coincides with your own is still an opinion, not a fact.

Read this mid-18th century view of Boston.

> Boston, the metropolis of Massachusetts-Day, in New England, is one of the largest and most flourishing town in North America. It is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length, at the bottom of a spacious and noble harbor, defended from the sea by a number of small islands. The length of it is nearly two miles, and breadth of it half a one; and it is supposed to contain 3000 houses, and 18 or 20,000 inhabitants...
>
> ...The buildings in Boston are in general good; the streets are open and spacious and well paved; and the whole has much the air of some of our best county towns in England. The country round about it is exceedingly delightful, and from a hill, which stands close to the town, where there is a beacon erected to alarm the neighborhood in case of any surprise is one of the finest prospects, the most beautifully variegated and richly grouped of any without exception that I have ever seen.
>
> The chief public buildings are three churches; thirteen or fourteen meeting-houses; the governor's palace; the court-house, or exchange; Faneuils Hall; a linen-manufacturing-house; a work-house; a bridewell; a public granary; and a very fine wharf, at least half a mile long, undertaken at the expense of a number of private gentlemen for the advantage of unloading and loading vessels. Most of these buildings are handsome; the church, called King's Chapel, is exceedingly elegant, and fitted up in the Corinthian taste. There is also an elegant private concert room, highly finished in the Ionic manner.
>
> ...The established religion here, as in all other provinces of New England, is that of the congregationalists; a religion different in some trifling articles, though none very material, from the presbyterian. There are, besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England, which seems to gain ground and to become more fashionable every day. A church has been lately erected at Cambridge within sight of the college, which has greatly alarmed the congregationalists, who consider it as the most fatal stroke that could possibly have been leveled at their religion...

Arts and sciences seem to have made a greater progress here than in any other part of America. Harvard College has been founded about a hundred years; and although it is not upon a perfect plan yet, it has produced a very good effect. The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York. The public buildings are more elegant, and there is a more general turn for music, painting, and the Belles lettres.

The character of the inhabitants of this province is much improved, in comparison of what it was, but Puritanism and a spirit of persecution is not yet totally extinguished. The gentry of both sexes are hospitable and good-natured; there is an air of civility in their behavior, but it is constrained by formality and preciseness. Even the women, though easiness of carriage is peculiarly characteristic of their nature, appear here with more stiffness and reserve than in the other colonies. They are formed with symmetry, are handsome, and have fair and delicate complexions but are said universally, and even proverbially, to have very indifferent teeth.

The lower class of the people are more in the extreme of this character and, which is constantly mentioned as singularly peculiar to them, are impertinently curious and inquisitive...

Singular situations and manners will be productive of singular customs, but frequently such as, upon slight examination, may appear to be the effects of mere grossness of character will, upon deeper research, be found to proceed from simplicity and innocence. A very extraordinary method of courtship which is sometimes practices amongst the lower people of this province, and is called "tarrying," has given occasion to this reflection. When a man in enamoured of a young woman and wishes to marry her, he proposed the affair to her parents (without whose consent no marriage in this colony can take place); if they have no objection, they allow him to tarry with her one night in order to make his court to her. At their usual time the old couple retire to bed, leaving the young ones to settle matters as they can, who, after having sat up as long as they think proper, get into bed together also, but without pulling off their undergarmetns, in order to prevent scandal. If the parties agree, it is all very well. The banns are published, and they are married without delay. If not, they part, and possible never see each other again, unless, which is an accident that seldom happens, the foresaken fair-one prove pregnant, and then the man is obliged to marry her, under pain of excommunication...

From Burnary, "The New Boston: Decline of Puritan Austerity," Sources of the American Republic, Vol. I, pp. 41-42.

1. Place an F before statements of fact and an O before statements of opinion.

_____ (Boston) is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length...

_____ The country round about it (Boston) is exceedingly delightful.

_____ The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York.

____ There are, besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England...

____ The character of the inhabitants of this province is much improved, in comparison to what it was...

2. From this reading, list two statements of fact and two of opinion not yet mentioned. Explain your choices.

Fact: A.

B.

Opinion: A.

B.

3. Opinions are quite frequently betrayed by emotionally-charged words, phrases like "I think" or "it seems", and excessively inclusive terms, or exaggerations like "certainly" or "undeniable". Below list words, or phrases from the reading which tipped you off in distinguishing between statements of fact and opinion.

FACT	OPINION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

DISTINGUISHING BETWEEN FACTS AND OPINIONS

Level:	Five
Source:	Holt Data Bank (Inquiring About American History)

* * * * * * * * * * * * * * * * *

Sample Objectives

Objective #1	After reading "The Journal Kept on Columbus' First Voyage," pages 12-19, the students will be able to list two statements of fact and two opinions. (Unit 1, Days 2 and 3)
Objective #2	After listening to Recording #2, "The Great Peace: Oral Tradition as Historical Evidence," the students will be able to list two facts and two opinions. (Unit 2, Day 7)

Sample Evaluation Items

In the space provided before each statement, the students will write "F" if it is a fact, or "O" if it is an opinion.

_____ 1. The Iroquois used canoes to travel.

_____ 2. Iroquois houses had smoke-holes in the roof.

_____ 3. The Iroquois lived in buildings called longhouses.

_____ 4. The Iroquois were savages because they did not go to church.

_____ 5. There were five tribes in the Iroquois.

RECOGNIZING FACTS: ACTIVITY 1

You will need a coin for this exercise.

A fact is something that is known with certainty. It has been proven to be valid or correct. A statement of fact often describes something that can be seen to be true.

Lay a coin face down on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The value of the coin is printed on this side.

B. The other side of the coin is prettier.

C. Too many things are written on this side of the coin.

D. The words "United States of America" are printed on this side of the coin.

E. The coin is shaped like a circle.

F. The coin has a picture on it.

G. The coin is too big.

H. The coin is flat.

I. The Words "E Pluribus Unum" are printed on the coin.

J. Some coins are prettier than this one.

Which of these statements about the coins are facts? ______________________

This is the end of Activity 1.

RECOGNIZING FACTS: ACTIVITY 2

You will need a coin for this exercise.

A fact is something that is known with certainty. It has been proven to be valid or correct. A statement of fact often describes something that can be seen to be true.

Lay a coin fact up on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The coin has a year printed on it.

B. The coin has a man's head on it.

C. The coin is too small

D. The man on the coin has a weird hair style.

E. The word "Liberty" is printed on the coin.

F. The coin is flat.

G. The man on the coin is facing the wrong way.

H. The words "In God We Trust" are printed on the coin.

I. The coin is shaped like a circle.

J. The picture on the coin is not very good.

Which of these statements about the coin are facts?____________________________

This is the end of Activity 2.

RECOGNIZING OPINIONS: ACTIVITY 3

You will need a coin for this exercise.

An opinion is a belief about something. An opinion may or may not be based on facts. An opinion is what someone thinks or feels about something. Two people often have different opinions about the same thing.

Lay a coin face down on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The value of the coin is printed on this side.

B. The other side of the coin is prettier.

C. Too many things are written on this side of the coin.

D. The words "United States of America: are printed on the coin.

E. The coin is shaped like a circle.

F. The coin has a picture on it.

G. The coin is too big.

H. The coin is flat.

I. The words "E Pluribus Unum" are printed on the coin.

J. Some coins are prettier than this one.

Which of these statements about the coin are opinions?________________________

This is the end of Activity 3.

RECOGNIZING OPINIONS: ACTIVITY 4

You will need a coin for this exercise.

An opinion is a belief about something. An opinion may or may not be based on facts. An opinion is what someone thinks or feels about something. Two people often have different opinions about the same thing.

Lay a coin face up on your desk. Below is a list of statements about the coin. Each statement is identified by a letter. Look at the coin as you read each one.

A. The coin has a year printed on it.

B. The coin has a man's head on it.

C. The coin is too small.

D. The man on the coin has a weird hair style.

E. The word "Liberty" is printed on the coin.

F. The coin is flat.

G. The man on the coin is facing the wrong way.

H. The words "In God We Trust" are printed on the coin.

I. The coin is shaped like a circle.

J. The picture on the coin is not very good.

Which of these statements about the coin are opinions?________________________

This is the end of Activity 4.

DISTINGUISHING BETWEEN FACTS AND OPINIONS: ACTIVITY 5

You will need a coin for this exercise.

Remember that a fact is known to be true. An opinion is a belief that may or may not be true. Facts are statements with which almost everyone would agree. People often disagree about opinions.

Hold the coin in yourhand and look at each side. Below is a list of statements about the coin. Each statement is dientified by aletter. Read the statements and answer questions 1 and 2 by filling in the letters of the statements.

A. The coin is too small.

B. The coin has writing on both sides.

C. The coin has a face on only one side.

D. The coin is too thick.

E. The coin is flat.

F. The words "United States of America" are printed on the coin.

G. The value of the coin is printed on it.

H. Some of the words are near the edge of the coin.

I. The coin is nice to look at.

J. The person on the coin is a man.

1. Which of these statements about the coin are facts?____________________________

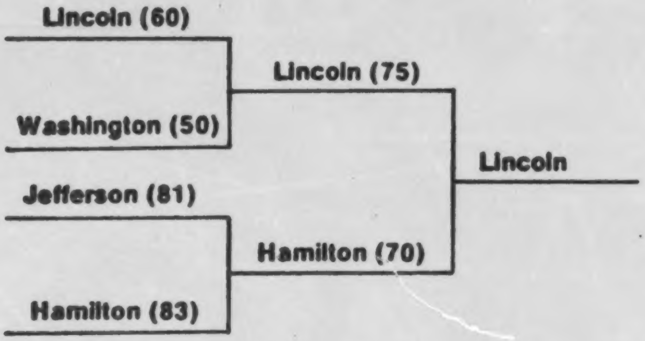
2. Which of these statements are opinions?____________________________________

This is the end of Activity 5.

DISTINGUISHING BETWEEN FACTS AND OPINIONS:

ACTIVITY 6

HIGH SCHOOL BASKETBALL TOURNAMENT



This chart is called a "tournament ladder." The results are facts. Can you tell *fact* from *opinion*? Write an "F" next to the statements that are fact. Write an "O" next to the statements that are opinion. Some facts come from the tournament ladder. Some facts you already know.

______ 1) Lincoln High won the tournament.

______ 2) Washington High should win next year.

______ 3) Hamilton lost by less than 10 points.

______ 4) Basketball coaches are always nervous.

______ 5) All the schools in this tournament are named after American leaders.

______ 6) Basketball players wear special uniforms when they play.

______ 7) Jefferson lost because it had poor school spirit.

CONCEPTS

INTRODUCTION

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources - not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied - at least to certain phenomena. The concept may not need to be taught in later grades.

But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation*, *buying and selling*, or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. The understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines - each of the social sciences can shed some light on them. In fact, they go beyond the social sciences - other areas of exploration, such as literature, art, science - can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

FLOW CHART

K 1 2 3 4 5 6 7 8 9 10 11 12

Conflict * -- /

Interdependence * -- /

Communication * -- /

TABLE OF CONTENTS

CURRICULUM

Conflict C4 - C13
Interdependence C14 - C19
Communication C20 - C26
Response Form(s) C27 - C29

INTRODUCTION
CONFLICT IN THE K-12 CURRICULUM

Conflict is a major force in nature and in people's lives. It has been part of the development of all past human societies. Indeed, we cannot conceive of any form of society, past or future, in which there will not be conflict. As we begin to know more about what it is and how it works, we improve our chances of coping with it more effectively. At the same time we come to understand ourselves better and see the world around us more clearly.

Of course, young people do learn about conflict - they encounter it dozens of times every day. But the knowledge gained is far from systematic; it is as likely to be misinformation as it is to be valid enough to serve as guidelines for decisions. In our schools, we tend to gloss over the subject, treating it as something unpleasant that should be handled as delicately as possible. A Stanford University group studied the way in which conflict was presented in social studies texts at the third and ninth grade levels. Their report stated that: "Not only are few problems presented; those that do exist are depicted as not severe. The majority of the examples of conflict in the books we analyzed, regardless of what issue was involved, tended to be presented either as neutral (24%) or as being carried out in a spirit of cooperation (71%)."

Children are also exposed to conflict on television, and here they encounter the idea that conflict is usually violent and resolved by violence. Adult programming is often criticized for its penchant for violence; children's programs are statistically six times as violent. The average child witnesses an estimated 18,000 TV deaths a year! (Statistics from a special news report, KPIX-TV, San Francisco, May 10-12, 1975.)

Clearly we must correct these distortions, and begin to deal with conflict in a more realistic way. Conflict is limited neigher to friendly disagreements nor to murder and mayhem. One major objective should be to help students gain a healthy attitude toward conflict. This involves recognizing that conflict is a basic part of everyone's life. Rather than being an inescapable evil, it often serves positive functions. For example, conflicts over ideas of government contributed not only to American independence (through violence) but to the creation of a superb constitution (without violence). Without the need to work out conflicts, these things would not have happened. The Constitution itself is a master plan for expressing, regulating, and resolving conflicts.

By working through conflicts in a wide variety of settings, students will come to understand that:

- avoiding conflict is not necessarily a good way to deal with it;
- the belief that if everyone obeys the rules there will be no conflict is an oversimplification;
- there are many ways to express and resolve conflict; the socially accepted ways of resolving conflict are usually more successful than unaccepted ways;
- conflict is often *not* a win-lose situation; both sides can gain (or lose) some things.

To achieve such objectives, you will sometimes have to counter-balance text generalizations - particularly those generalizations based on the assumption that conflict is unpleasant and to be avoided. Some examples:

- if everyone obeys the rules, conflicts will go away;
- conflict is a sort of necessary evil; cooperation, the opposite of conflict, makes everyone feel better.

Texts do deal with the expression of anger, but it is also important to see other kinds of conflict - the opposition of ideas, the working out of differences, and finding solutions to problems.

A more open and sensible approach to the subject can serve a number of important goals. Understanding conflict:

- develops a more realistic self-awareness;
- contributes to knowledge of one's role as a group member and as a member of society;
- becomes a link for seeing relationships among a number of subject areas, especially literature, social studies, science and art;
- can be used as a lens for seeing more clearly the world around us - the natural environment, the local community, the global setting.

MAJOR OBJECTIVES IN TEACHING ABOUT CONFLICT, K-12

1. To develop students' understanding and acceptance of conflict as a natural and normal force in our lives.
2. To recognize that irrational conflict or violent conflict tends to be more destructive than conflict dealt with in socially accepted and non-violent ways.
3. To be able to see similarities in the dynamics of conflict at all social levels - personal, group, community, nation, world community.
4. To explore a wide variety of ways to express conflicts and to resolve them.
5. To accept the idea that conflict can be either harmful or beneficial (dysfunctional or functional).
6. To develop some of the tools needed to cope more successfully with a world characterized by constant and increasing conflict.

SOME KEY POINTS TO REMEMBER

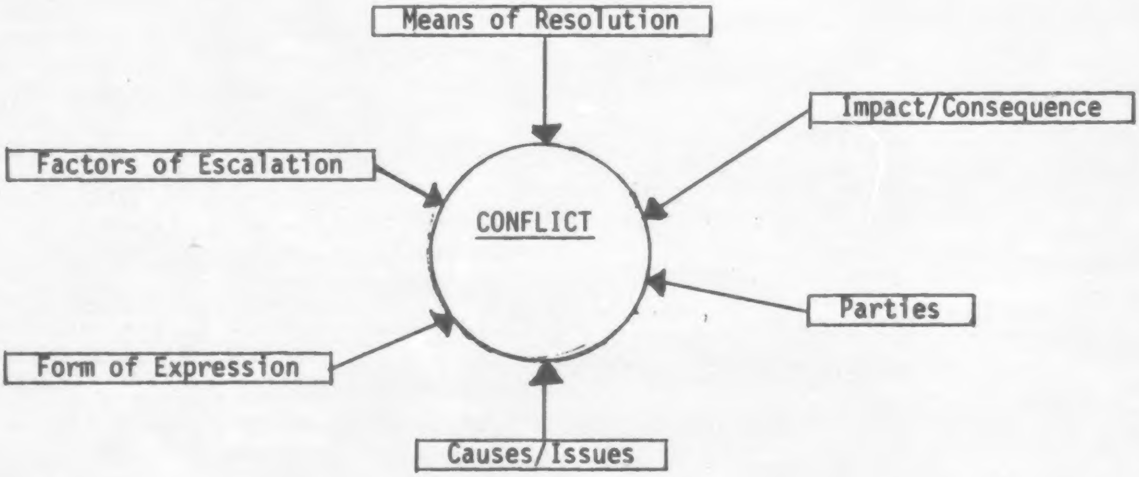
1. You do not have to deal with conflict - or any other universal concept - every single class period.

2. You should mention the label as infrequently as possible - hearing the words too often can have a negative effect.

3. Use the guide to find topics which lend themselves most readily to teaching a particular concept. This will help you avoid bending the subject matter to fit a concept. It will also reduce preparation time and the need for outside materials.

4. Draw on the other areas of experience as much as possible - life experiences, well-known news events, television programming, things that are going on in the students' other subjects, especially language arts and sciences.

5. While an important goal of these guides is to develop a better sense of the total world environment, you will find that much of the learning focuses on the concept without trying to stretch it to global implications. This approach is important: if concept is to work, the students must gain experience in as many different settings as possible - including their personal lives and their immediate surroundings as well as national and worldwide concerns.



Overall objectives for Primary Grades (K-3) students will:

1. begin seeing how conflict operates in a number of settings, including:
    - the student's own lives
    - families
    - nature
    - communities
2. be able to pick out examples of conflict, identifying the central problem, and examining different resolutions.
3. know that rules provide us with a means of expressing conflicts and resolving them.

LESSON 1 The French and the Indians

Level 5 Inquiring About American History
Unit 5 New Peoples Arrive
Day 8 The French and the Indians
Teacher's Guide page 136

Materials:

Textbook pages 139-146

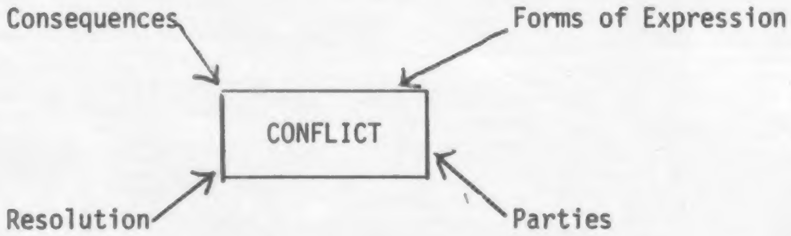
Objectives:

Students will:
- identify patterns of conflict in a historical event.
- give examples of ways in which both values and needs can be involved in an issue.
- evaluate various efforts to resolve problems.
- understand why some conflicts continue over long periods.
- feel empathy for those involved in serious conflict situations.
- compare violent and nonviolent means of resolving conflicts.

Procedure:

1. Divide students into small groups or pairs, read pages 139-146 to find:
    - what is conflict about?
    - who is involved?
    - what values or beliefs are involved?
    - how are wants or basic needs involved?
    - what solutions are tried and fail?
    - how does the conflict end?
    - what else could have been tried?

2. The answers the students find should be put on a retrieval chart.



Sample: Retrieval Chart

Event: Taking of Indian Lands	Side 1: Settlers	Side 2: Indians
This conflict is about:	Taking land.	Protecting land.
The sides are:	Settlers.	Indians.
Values or beliefs are:	1. Indians don't know what to do with the land. 2. Indians are savages; they're like children. 3. White people are better, stronger. 4. The 2 groups can't live side by side.	1. The land has always been used by our people. 2. No one owns; all can share. 3. White people are cruel.
Wants and needs are:	1. More people are coming, so more land is needed. 2. People want land; land is wealth. 3. Some people want religious freedom; others want a new start.	1. Survival - we need hunting grounds. 2. We want to be free to roam where we please.
Solutions that didn't work:	1. Signing treaties. 2. War (might say this worked).	1. Adopting white ways. 2. War.
The conflict ends when:	1. Indians are forced West (or, later, onto reservations).	1. Indians surrender. 2. But many continue to struggle for equal rights and opportunity
Other things they could have tried:	The settlers could have had more respect for the Indians and their culture. Treaties should have been respected. More and better land could have been granted to the Indians.	

LESSON 2 The American Revolution

Level 5 Inquiring About American History
Unit 6 A New Nation
Day - after day 11

Materials:

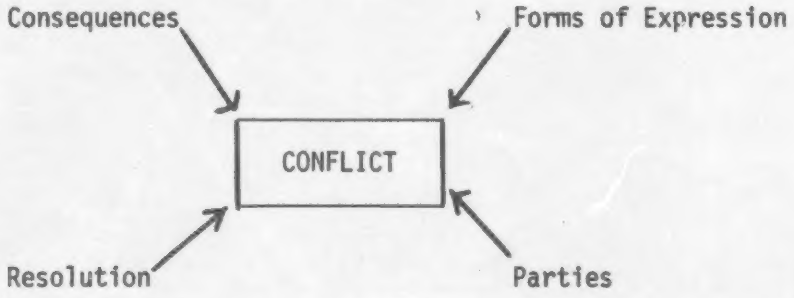
Textbook 158-177

Objectives:

Students will:
- identify patterns of conflict in a historical event.
- give examples of ways in which both values and needs can be involved in an issue.
- evaluate various efforts to resolve problems.
- understand why some conflicts continue over long periods.
- feel empathy for those involved in serious conflict situations.
- compare violent and nonviolent means of resolving conflicts.

Procedure:

1. Divide students into small groups. Use textbook if necessary to find:
    - what is conflict about?
    - who is involved
    - what values or beliefs are involved?
    - how are wants or basic needs involved?
    - what solutions are tried and fail?
    - how does the conflict end?
    - what else could have been tried?
2. The answers the students find should be transferred to a retrieval chart. (See page C-8)



LESSON III "Powderhorn"

Level 5 Inquiring About American History
Unit 6 A New Nation
Days 1 & 2 Powderhorn: A Simulation
Teacher's Guide pages 156-159

Materials:

Data Bank contains all necessary materials.

Objectives:

Students will better understand that people may hold different points of view in a conflict.

Procedure:

1. Follow teacher instructions in Teacher's Guides, pages 156-159, for playing Powderhorn.

2. At the completion of the simulation discuss:
   a. How did it feel to be in one of the groups?
   b. Were all groups convinced they were right?
   c. What values or beliefs were mentioned?
   d. How were wants and basic needs involved?
   e. What choices were there for resolving the problem? Which was chosen? Was this the best choice?

LESSON IV The Vigilance Committee - Role Playing

Level 5 Inquiring About American History
Unit 7 The Westward Movement
Day 10 Vigilance Committee - Role Playing
Teacher's Guide page 207

Materials:

None

Procedure:

1. Divide class into 3 groups: elected government officials, members of the Vigilance Committee, citizens of San Francisco.
2. Each group should prepare a statement about what the laws of San Francisco should be, to be presented at a town meeting.
3. Conduct the town meeting according to directions in Teacher's Guide page 207.
4. After deciding the new laws have the students discuss:
   - how did it feel to be on either side?
   - were both parties convinced they were right?

- what values or beliefs were mentioned?
- how were wants and basic needs involved?
- what choices were there for resolving the problem?
  Which was chosen?
  Do you think this was the best choice?

LESSON V Western Land Use Role-Play

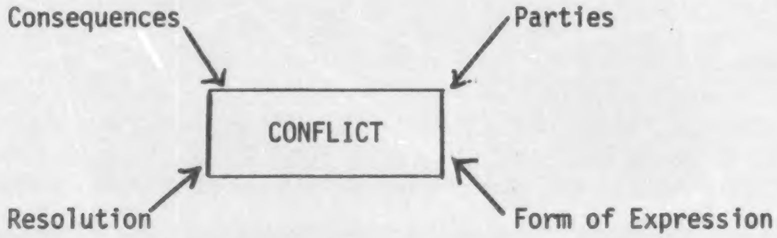
Level 5 Inquiring About American History
Unit 7 The Westward Movement
Day - After Day 8 or as culminating activity

Materials:

Role-play sheets

Procedure:

1. Divide the class into groups of four: Indians, miners, ranchers, and farmers - distribute role-descriptions to the proper persons.
2. Explain this situation:
   Each of you wants to use or claim a nice piece of land right where certain foothills of the Rocky Mountains level out into the plains. This land has a river running through it that attracts buffalo to drink. The soil is rich and supports a heavy cover of wild grass. Something like gold has been seen glimmering among the river rocks.
3. Role-play activity - groups meet together to discuss their position on why they should have the land, then present it to class. Leave time for rebuttals.
4. Have each group list ways in which the dispute might be settled.
   i.e. shoot it out
   decide by straw vote
   all be convinced by one group in authority
   appeal to territorial governor
   reach a compromise
   appeal to a deity
5. Discuss the advantages and disadvantages of each solution. Which solution is the most popular? Which is most practical? Why is it hard to decide which person has a fairer claim?



ROLE-PLAY SHEETS

The Cattleman

The Great Plains was cowboy country. Much of this area was "open range." It was unclaimed land belonging to the government. Since nobody but the government owned it, there were no fences in the way. A cattleman could graze his herds free of charge. In 1865, roughly 5,000,000 cattle roamed the Texas ranges. Then the railroad pushed across the West. Thus began the "cattle kingdom." Beef earned high prices in the eastern United States. And the Texas rancher now had a way to ship his cattle to these markets. To reach the railroads, he marched huge herds on "long drives" north. The key figure in the cattle kingdom, of course, was the cowboy. On his fast horse, he controlled the herd. He roped and put the owner's brand on every steer. And with his six-shooter, he kept away cattle thieves and Indians. Ranchers and cowboys were like the Indian in one way. They wanted the land kept open for grazing. They didn't like fences.

The Indian

The Indians were the first people on the land. They had begun coming to America from Asia perhaps 20,000 years ago. You have already read about some eastern Indians - the Cherokees. As land became scarce in the East, the Indians living there were pushed farther and farther west. The United States government got the Indians to move west by making land treaties with them. These treaties gave the Indians money in exchange for their land. But usually these Indians didn't want to move. They went west because they were forced to go. The western land given to them was not like the good farmland they had lived on in the East. And they often came under attack by the Plains Indians who were already living in the West.

The Indian tribes on the Great Plains were hunters of buffalo. In the 1860's perhaps 15,000,000 buffalo roamed the plains. Buffalo meat served as food. Their skins were used for clothing, shoes, and teepees. The buffalo was a "galloping department store" for the Indians. These tribes were mainly nomads. That is, they had no fixed home. They wandered from place to place - following the huge herds. These Indians believed that they had rights to the land. But these were rights to use the land - and to live off it. To "own" land had no meaning for them. They did not believe that a person could fence off a piece of land for himself. They did not believe he could buy it or sell it.

The Farmer

The farmer was the frontiersman who came West to truly "own" and farm a piece of land. He was the one who finally settled the Great Plains. The farmer came west by mule, by covered wagon, by railroad. Mainly he was drawn by the offer of cheap land. He got it from both the federal government and the railroads. Soon homestead farms dotted the open range. And around them sprang up fences. These, the farmer felt, were needed to protect his land from the cattleman's herds. There were no trees for wood fences. But the Plainsman used newly-invented barbed wire. He claimed all rights to his land. He wanted to be able to fence it, farm it, sell it - or even give it away.

The Miner

Gold! Its discovery at John Sutter's mill near Sacramento, California, in 1848 began a gold rush. Within a year, 80,000 men had roared into California. These "Forty-Niners" were wild for gold. They aimed to get rich quick. From the 1860's through the 1880's many such strikes were made. Gold and silver were found in Colorado, Nevada, Montana, the Dakotas. Mining camps sprang up. Some turned almost overnight into "boom towns."

Men looked for gold in stream beds. This was the easier way. Others dug tunnels into the mountains. This way was harder and it also cost lots of money. High-priced tools were needed. So this kind of mining often was taken over by large companies. Every miner worked on his claim - or piece of land. He claimed mainly the right to take gold or silver from this land. He cared little about what grew on it.

INTERDEPENDENCE IN THE K-12 CURRICULUM

Interdependence means simply *mutual dependence* - parts of a whole depending on each other. The significant thing about this simple definition is that it describes one of the basic and important features of the world we live in. When we talk about such things as the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves living in huge global webs, although awareness often comes only when some sudden jolt in one of the strands - like the Energy Crisis - reverberates through all the others.

The forces at work creating this village environment are not hard to find - the continuing innovations in technology, mass communications, and high-speed transportation working on such tendencies as the urge of business to expand, the scattering and overuse of scarce resources, the desire of the have-nots to have something, the uncontrolled growth of population, and the age-old belief in fighting for what one wants. Taken together, all these elements magnify our Spaceship proximity, making us inescapable partners with our fellow passengers.

Actually, there are probably few of us who want to be neighbors with four billion other humans. Tribalism developed long before tele-communications, and we have always been suspicious of anyone from outside the village limits. But now suddenly the borders between villages have become blurred.

Being tied so closely to others does not necessarily mean that a sense of world community is the inevitable outcome. But this is the mistake our texts so often make. We teach children how communities depend on each other, how different regions of the nations are interdependent, and occasionally, that these interdependent strands (at least economic ones) stretch to the coconut groves of the South Pacific, the oil fields of the Middle East, or the manufacturing centers of Japan. The student, if he or she is encouraged to think in global terms, sees an extension of local voluntary inderdependence - like the friendly farmer producing food for the city workers.

Unfortunately, global interdependence is considerably more complex than mutual dependence within a nation or region. Intervening variables such as nationalism, racism, ethnocentrism, and the lack of accepted rules make the equations untidy. In fact, contact may create just the opposite of increased understanding, despite acknowledged common ties. Indeed, the most violent of wars have always been those which involved people who had common ties.

A major goal of education, therefore, must be to help students understand the ambiguities of global interdependence. There are parallels in the way interdependence operates at all levels from the nuclear family to the world family. Interdependence, at each of these levels, contains the potential for integration but also for conflict. The enormous task we face, then, is to help young people understand exactly what interdependence is and what factors can be fostered to maximize its potential for good.

MAJOR OBJECTIVES IN TEACHING ABOUT INTERDEPENDENCE, K-12

1. To increase students' awareness of the forces creating global interdependence.
   a. The continuing revolutions in industrialization, transportation, communication
   b. The problems which bind us, such as population pressures, gaps between rich and poor, the uneven distribution of goods and scarce resources, the need to control violence.
2. To increase students' understanding of the ways in which global interdependence influences the lives of the individuals, families, communities, and nations.
3. To increase students' acceptance of the idea that interdependence can create new problems as well as the potential for a better life.
4. To help students explore some of the factors which make it difficult to live within our "webs of interdependence";

   examples: Tribalism (including nationalism)

   egocentrism and ethnocentrism

   increased competition for scarce resources.
5. To help students develop the tools needed to analyze the various systems and subsystems which make up the global webs - economic systems, political systems, ecosystems, etc.

LESSON I "Westward Ho"

Level 5 Inquiring About American History
Unit 7 The Westward Movement
Activity: Culminating Activity for unit's work.

The nation grows and matures.

The students' knowledge of interdependence and systems can help them better organize the major developments of the 19th century. Usually these developments (westward movement, industrialization, etc.) are covered in separate chapters or units, so the students don't see how they are linked together. Our concept, then, becomes a useful lens for historical analysis.

a. How are developments in transportation and the westward movement interdependent?

   (1) The westward movement spurred the development of transportation -- canals, steamboats, railroads.

   (2) How did the East and new West come to depend on each other?

b. How did this mutual dependence, in turn, help cities grow?

   Western farmers provided food for growing Eastern cities, connected by the expanding transportation systems.

c. How were cities, in turn, important for the development of industry?

d. In addition to seeing how these developments depended on each other, help the children discover (1) how interdependence was increasing within each system; (2) how changes in one system led to changes in others. Some examples:

   - As cities grew, what new needs did city people have? The text should supply plenty of examples -- water supplies, sanitation, fire protection, etc. These in turn led to new specialized tasks, and city governments became more important.

   In these emerging cities of the 19th century, the class should be able to pick out many of the urban patterns we live with today.

   - Where did the new city dwellers come from?

   Immigration: how did this involve the U.S. with other parts of the world?

   Internal migrations: how could people leave farms to more to cities?

LESSON II "Independence and Interdependence"

5 Inquiring About American History
Unit 6 A New Nation
Day 15: Culminating activity to this unit's study.

Procedure:

A. Tell students: "The government of the new nation extablished its independence from England and clarified the interdependent relationship of the states."

B. Colonies were independent of England. Were they also independent of each other?

C. Why was the governmental plan called the Articles of Confederation unworkable? (It didn's reflect the interdependence of the colonies -- they needed each other's product and a common means of defense...).

D. How did the Constitution show interdependence?

- Division of power between states and the national government created a system with a better balance.

- The interdependence of the states - their need for each other - is reflected on the powers of the national government. This helps students understand the importance of the idea of Union.

- The Bill of Rights adjusted the system to create a balance between order and individual freedom.

- A written constitution, and the power to amend it, meant that if something went wrong with this system of government, or one part, didn't work well. The people could change it by peaceful means.

LESSON III "One City's Links With The Outside World"

Level 5 Inquiring About American History
Unit 10 People and Cities
Activity: Culminating Activity for the Unit.

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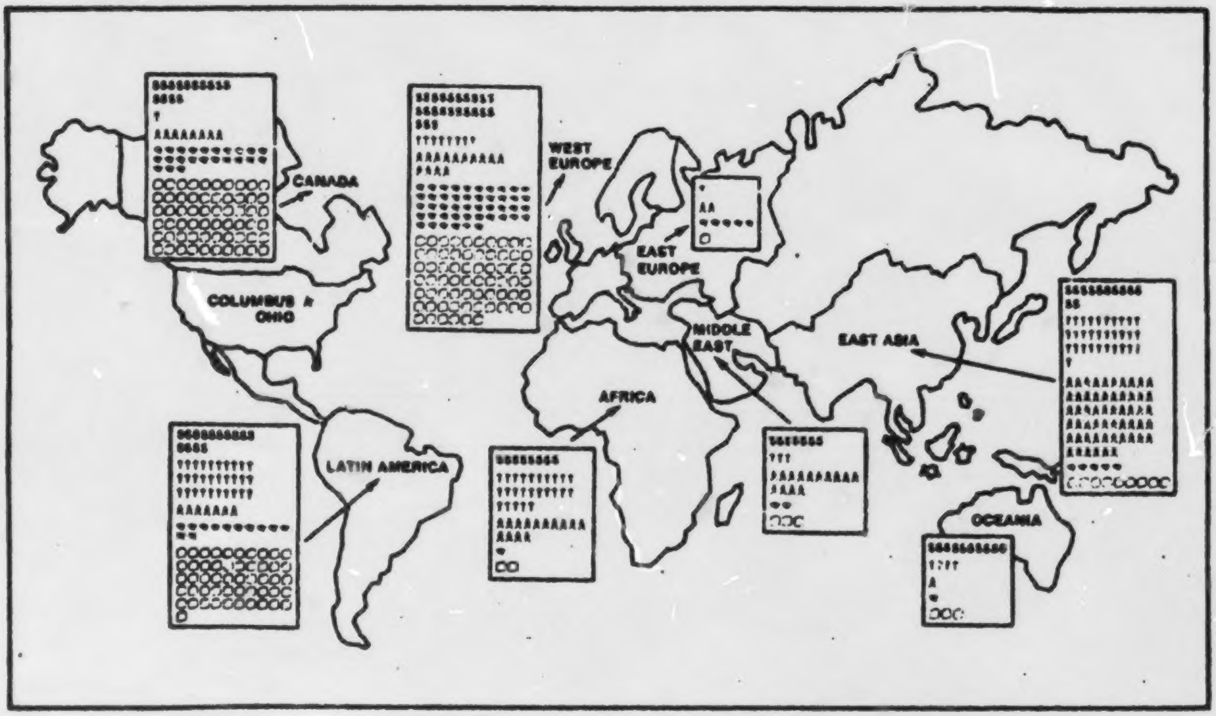
ONE CITY'S LINKS WITH THE WORLD: A Case Study of Columbus, Ohio

Is your home town directly tied with other cities and peoples around the globe? This question was asked in Columbus, Ohio and most people didn't think so. They didn't know that there is a US Customs House in Columbus and that there are over 125 university students from India alone in their city. Columbus businessmen made 1,190 trips to Africa, Asia, Canada, Europe, and Latin America—a total of 29,000 air tickets were bought for flights from Columbus to foreign cities—all in 1972. Why didn't they see these international activities in their own city?

A group of professors and graduate students at Ohio State University decided to learn the answer to this question—and also to find out how involved Columbus really was with the rest of the world. They hoped this project would make Columbus' citizens more aware of the interdependence of their community with the rest of the world—and lead them to take a greater interest in world affairs and problems.

The project has been substantial and is still underway. It focused on the metropolitan Columbus area, a region with a population of about a million people, and used a variety of techniques to collect data. Contacted first were those people in organizations with obvious international roles (the university, hosts of foreign visitors, chambers of commerce, etc.), and these led to others. Some 250 city links to the world were identified and studied, and 70 people highly involved in international activities were interviewed in person. A questionnaire was mailed to 4,100 individuals and organizations. Information was accumulated from newspapers, government reports, university theses, and annual reports of organizations. Much has been discovered, but so far only the surface has been scratched.

The map and table below show a part of what they found. Do they show Columbus to be interdependent with the entire world? Are there any surprises in the data? Aspects you find particularly interesting? How do you think the quality of life in Columbus is altered by these international relationships?



Key

$ - 2 firms exporting to the region.

† - 2 religious ties (i.e., missionaries, hospitals, schools, student, and orphan support).

🧍 - 10 foreign students whose home country was in that region.

▢ - 200 persons traveling to that region.

🎓 - 20 OSU faculty activities (i.e., research, teaching, study, tourist, meetings) occurring within the regions.

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* The project, *Columbus in the World: The World in Columbus*, is sponsored by the Transnational Intellectual Cooperation Program of The Mershon Center, Ohio State University. For more information, write Chadwick F. Alger, director of the project. Artwork courtesy of The Mershon Center of the Ohio State University and The Charles F. Kettering Foundation.

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Comparative International Figures for Columbus Business Firms, Religious Groups and Voluntary Organizations

	Religious	Voluntary	Business
Total Number of Visitors from Abroad	3.123	214	2.170
Total Days by Visitors from Abroad[1]	74,952	1,498	5.971
Total Number of Trips Abroad	812	667	1,205
Total Days of Travel Abroad[2]	17,052	4,669	16,190
People Spending 160 Hours per Month on Int'l Activities	0	0	160
People Spending 120 Hours per Month on Int'l Activities	0	0	147
People Spending 50 Hours per Month on Int'l Activities	98	89	362
People Spending 20–30 Hours per Month on Int'l Activities	57	131[3]	0
People Spending 1–19 Hours per Month on Int'l Activities	0	1,205	0
Total Hours per Month Spent on Int'l Activities[4]	12,284	21,085	81,340
Number of Organizations with Daily Int'l Communication	4	1	63
Number of Organizations with Monthly Int'l Communication[5]	65	8	40
Dollar Value of Money Sent Abroad	83,306	22,031	88.671.925
Dollar Value of Money Received from Abroad	618	204	135,825,018

[1] This is computed by multiplying the number of visitors per year by the average length of stay.

[2] This is computed by multiplying the number of trips abroad by the average length of stay. The average length of stay for business is 13 days, for religious groups 21 days, and for voluntary organizations 7 days.

[3] The voluntary organization questionnaire used 20–49 hours per month instead of 20–30.

[4] This was computed by multiplying the number in each category by 160, 120, 50, 35, and 10 respectively and summing these to obtain the total hours per month spent on international activities.

[5] These figures don't include those in daily contact.

How do your own community's links with others around the world compare with those of Columbus? You might make a similar survey in your town. Students could work in groups on separate aspects and then pool their findings to get a composite picture. Of course, you might not be able to be as thorough as the Columbus survey, but you might turn up some interesting results. One group could start with the travel bureaus to see what they can tell you about people going abroad. Another group could survey the town's churches to learn about their international activities. A third could try the voluntary and service organizations, such as Lions Clubs, Rotary, etc. Is there a college or university in town? How many foreign students attend? How many of its students go abroad? Are there industries or banks engaged in international trade? How much money comes from sales abroad? Is spent on imported products? How many jobs depend on international trade? Both management and labor may have people going to foreign countries and people from outside the US coming to see them. Agricultural organizations can tell you about their relationships with other parts of the world. And are there organized ethnic groups where you live? Could they help you? What about sports? Do teams leave the country? Are there foreign teams that come to play? In the arts there are many international contacts. Does your town have exchanges of performing musicians or art shows? What about foreign films? Don't neglect exchange programs by schools.

These are suggestions which you can start with. You will undoubtedly find many other areas to investigate. When you have enough data, you might try making some tables like the one above, to show how people where you live are linked with people in other parts of the world.

If you decide not to make a town or city-wide survey of international movements, perhaps you might study your own class and school. For example, how many in the class are foreign-born or have parents and other relatives who are? What contacts do they still have with that other country? How much mail is sent and received from abroad? What products do you use that come from a foreign country? (Obvious examples may be cars, television sets, and radios. And even though such products may be labeled "Made in USA," they probably contain a considerable amount of imported raw materials, or components assembled in other countries. There also may be unlabeled products, like clothing and jewelry. What about food? Coffee and tea, for example.) Are your parents or other people you know involved in international business? If they are, you might interview them to determine the nature and extent of their foreign contacts. Are your parents or other people you know members of organizations with contacts outside the US? And so on.

After concluding your project, think: What difference have these connections with people in other lands made in the life you lead in your community? What would your community be like without these contacts?

COMMUNICATION IN THE K-12 CURRICULUM

We will be using the term *communication* in its broadest sense - it encompasses the many ways of sending and receiving messages between people, as well as learning to deal more effectively with the various forms of mass media. The latter, for example, would include distinguishing fact from opinion, identifying hidden messages, and analyzing the influence of the media on lifestyles and personal decisions.

The following is a list of some of the goals developed in this set of guides. The list is not definitive or final. You will probably discover that other goals are also being met and, of course, you may not be working toward all of these at a given grade level. It is important to keep in mind that our basic aim is to provide students with a beginning mental image of what is involved in the word communication. Only in this way can we avoid the all-too-common situation in which students create their own mental image which turns out to be distorted or inadequate and thus fails to aid them in processing information.

Through experience, the student will gradually add to and modify his or her idea of communication. This will be achieved by applying the concept in increasingly sophisticated ways to a wide variety of subject matter. Thus, the overarching goal is to learn to use this concept as one more tool for making sense out of the world around one.

GOALS OF LESSONS FOCUSING ON COMMUNICATION

Students will:

1. recognize that communication includes not only language and artistic expression, but also appearances and behavior;

2. understand that clear communication involves quality as well as quantity - i.e., we can talk with friends or family members at great length and still miscommunicate;

3. perceive that the increased quantity of communication across national or cultural boundaries does not necessarily lead to understanding and acceptance;

4. gain experience in coping with such barriers to clear communication as

    - cultural differences in behavior and values,
    - misperception,
    - language differences,
    - ethnocentrism,
    - stereotyping;

5. improve skills in writing, speaking, listening, and interpreting non-verbal forms of communication;

6. experiment with various forms of self-expression in wiriting and art forms;

7. understand that good communication depends on language and thinking skills -- including logic and ability to recognize and analyze alternatives;

8. gain appreciation for the rich spectrum of ways in which humans convey messages to each other;

9. compare human and animal means of communication and cultural similarities and differences in communicating.

LESSON I "What's in a Word?"

Level 5 Inquiring About American History
Unit 2 The American Indians
Use as a culminating activity or at any appropriate time.

Objective:

The students will demonstrate awareness of word origins by reseraching those origins in dictionaries.

Materials:

Dictionaries
Maps of North America and New York State

Procedure:

1. Ask the students to give examples of Indian words they are fimiliar with:

squaw
moccasin
teepee
totem
raccoon
moose
succotash
opossum
papoose
chipmunk
powwow
pecan
hickory

2. Have the students find the definitions of these words in their dictionaries and the tribal origin, if possible.

3. Using the North American and New York State maps, have the students find states, bodies of water, and cities that have Indian names.

4. Ask the students to find the definitions of the following words, how they were once used and how they are used today:

missle
plastic
twist
satellite
maverick
bulb

i.e. "compact" once referred to a lady's powder case; today it generally refers to a small car.

LESSON II The Great Camel Experiment

Level 5 Inquiring About History
Unit 7 The Westward Movement
Activity: to be used at any time during the unit.

Objectives:

1. Students will recognize that, through most of human history, communication was limited by the time available and the distance humans or humans with animals, could travel.

2. Students will, on the basis of a case study of experimenting with camels in the westward movements, infer that, as recently as a century ago, people faced the same communciations limitations as had people centuries earlier.

3. Students will use mathematics skills to compute time and distance of communication.

4. Students will give examples of how modern inventions in communications have influenced the lives of all people.

Materials:

1. Reading sheet - The Great Camel Experiment.

2. Any American history textbooks or research sources.

Procedure:

1. Have students read The Great Camel Experiment.

2. Answer these questions:

   Compare the camel's ability to other means of sending messages by answering these questions:

   a. Lt. Beale's camels went 26 hours without water. If they could travel 60 miles in 54 hours, how many times would they need water? (3: at the beginning, at the ½-way point and, one would imagine, at the end of the journey)

b. How many trips could a camel make between two communciations posts 6 miles apart without water? (almost 5 trips)

c. A camel could travel 60 miles in two days and six hours. At that rate, how long would it take a camel to travel from San Francisco to New York? (about 112 days, 12 hours - allow some variation)

Research:

Using texts and outside sources, have the class - or a research group - describe what inventions would make the camel less advantageous - either for sending messages or for carrying supplies. Careful attention should be paid to the dates of developments (like the telegraph), when these were used in the western states and territories, and why they helped make camels "obsolete" in the U.S.

Reading Sheet:

THE GREAT CAMEL EXPERIMENT

The great experiment first started in the late 1840's. It came about because of the vast stretches of wilderness in the western part of the country. Settlers leap-frogged the Great Plains because they didn't think the sod could be plowed. So they tended to move all the way west to California and Oregon.

This westward migration caused a problem for the United States Army. They had the task of protecting settlers moving west. But, there were great stretches of unsettled land, rugged mountains, and areas where there was little water. The army needed fast communications and fast transportation.

Jefferson Davis was one of the first gorernment leaders to show interest. A few years after the experiment was suggested, he proposed supporting it, in a speech to Congress. In 1855, Congress set aside $30,000 for the purchase of camels.

People laughed at the idea. When the ship "Supply" docked at Indianola, Texas in 1856, a big crowd turned out. Thirty three camels were pulled ashore, fighting and spitting and delighting the onlookers.

They were taken to a fort 60 miles southwest of San Antonio. There the army tried some experiments with them. In one test, camels and horses were sent to San Antonio for supplies. Each camel easily carried 600 pounds; six of them carried as much as 12 horses could haul in wagons. And they made the 60-mile trip in two days, 6 hours. The horses took 4 days.

In 1857, Lt. Edward F. Beale left Fort Defiance, New Mexico, with a work crew and 20 camels. Their task was to build a wagon road to California. The trail-blazing took 48 days and the solders were surprised at how fast they could travel. One soldier wrote in his diary: "As for food, they live on anything. Yesterday they drank water for the first time in

26 hours. Although the day was hot, they did not seem thirsty. The mules would be useless without water." And they found that camel-mounted scouting parties could return with messages faster than on horses.

Lieutenant Beal was convinced. He felt camels would be far better in the West than horses or mules. They could travel farther, faster, and with less water. He helped set up a plan using the camels to communicate between forts. This helped when a party of settlers encountered hostile Indians. An army scouting party with just one camel could send for help in a hurry.

But the experiment ended in 1863. The Civil War had started 3 years earlier. The government needed the cavalry to fight the war. The camels were left behind. In February, 1864, the government sold its entire herd of 33 camels at public auction.

After the Civil War, the experiment was not tried again. What things happened to make people lose interest in camels?

LESSON III "Hot Foot" Simulation

Level 5 Inquiring About American History
Activity: to be used at any appropriate time

Objective:

1. Students will form generalizations about the need for organizing a group response to a common problem.
2. Students will describe how non-verbal communication can help when in contact with people who speak a different language.

Materials:

1. 3 or 4 milk cases (usually available for short term loan from cafeteria - hard plastic boxes about 15 inches squage and a foot deep - used for milk deliveries)

Procedure:

1. Divide the class into groups - each group with 5 people.
2. Tell the students they are going to play a game - game is based on which team succeeds, within a 15-minute limit, in avoiding a " hot foot."
3. Do not read the background information to the group.

4. Space the crates well apart in a cleared area. Then select from each group a wandering geologist. Tell these students what they have discovered about the volcano, and remind them that they may not use words to convey their finding to their teams. Group the remaining teams of four near their crates and explain only the setting, the language barrier, the presence of the crate, and their inability to swim. You might, if you deem it wise, also advise them that if they understand and believe the message that the wandering geologist has, they will have only 15 minutes, less the time it takes to grasp the message, to act. No talking is allowed.

   Keep an eye on the clock, allow for some silliness, call out the time at 3 or 4 minutes intervals, and watch what happens.

5. This is essentially a debriefing, meant to provide an opportunity for evaluating and generalizing about the experience. We will not belabor the obvious implications of the game. Did the children sense that they had to organize to reach a solution; that they were forced to consider and rely upon others; that they, out of necessity, successfully communicated without using their native language? Fine. The unit worked.

Background Information:

The setting for this scenario is a small island, far from any continent, perhaps 2 miles across and flat, except for a towering volcanic peak in the center. There are five people on the island. They are complete strangers, having been dropped by helicopter only hours before as members of an international scientific team studying volcanoes. They will receive provisions and equipment via helicopter in 10 hours. Now they have nothing, except box lunches, packed in a milk crate.

Strangely enough, no member of the expedition can speak the language of any other member. (The organizer of the expedition arranged it this way. He is as curious about how people can communicate without a common language as he is about volcanoes.) There are a Chinese, a Norwegian, a Syrian, an American, and a Filipino. All are expert geologists, specializing in volcanoes.

One of the members wanders off to scale the volcanic slope. When he reaches the peak and investigates, to his horror, he realized that the volcano is about to erupt. At most, it will be two hours before boiling hot lava will cover the island to a depth of at least 6 to 8 inches. It will take him an hour and 45 minutes to run back and warn the others.

How will he tell them? How will they survive? None can swim, and the shore drops off immediately to great depth. Perhaps if they could climb upon something while the lava flowed beneath their feet. But the island is absolutely flat. There is nothing to stand on, nothing but....a milk crate? Ridiculous. Five people can's stand on one milk crate. Still, it is all they have, and it is worth a try.

(They can stand on the crate, all five of them. They'll have to climb on very carefully, arranging themselves more or less consentrically, and hold one another for mutual support. It isn't easy, but it doesn't require acrobats.)

Problems to be solved:

How does the one with the message convey it to the group?

Will they understand him/her? Believe the message?

How will they organize their escape from the lava? Will they all make it? Can the information and planning be conveyed and organized in 15 minutes or less?

RESPONSE FORM

1. Do you feel that the overall format of the Concept unit was appropriate for your grade level?

2. Were the lessons appropriate for the development of each concept?

3. What additional help can the concept's task group give you?

4. What successful activity have you developed that would be of benefit in developing these concepts.

Your Name Is ______________________________

Your School Is ______________________________

Your Grade Level ______________________________

:11
7/10/79

(Grade 5)

CONCEPT SEQUENCE REPORT FORM

Name: ____________________ Concept: ____________________

School: ____________________ Date: ____________________

Grade Level: ____________________

I. Titles of Lessons/Units:

____

____

____

____

II. Support Materials for Development:

A. Page numbers in Teacher's Guide:

____

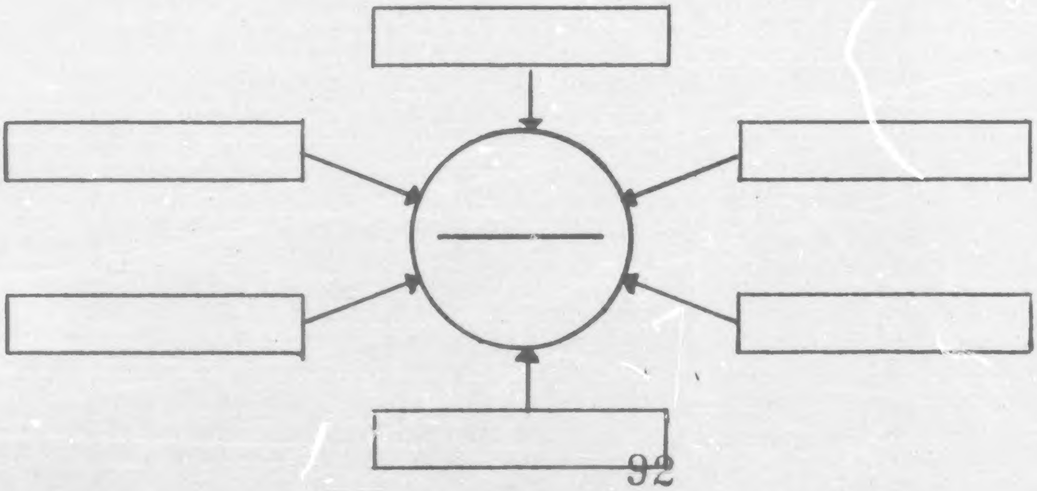
B. Type of materials used in lessons (A.V., text, picture cards)

____

____

III. Based on the Concept Model complete the following:

A. Please write in the particular aspects of the concept that are being developed in the lesson(s).



DISCUSSION SKILLS

INTRODUCTION

In our daily lives, few skills are used and abused more than discussion skills. Mastery of discussion skills is vital to success in almost every endeavor in our lives. Few of us, however, have had systematic training in the development of discussion skills and techniques. An examination of various curricula indicates that no plan exists for the sequential development of discussion skills. Too often we have assumed that discussion is an art with which we are born. Productive discussion requires the use of several skills which must be learned in a sequential fashion.

While we as educators must accept most of the blame for this lack of discussion skills development, it is not difficult to determine why this situation has persisted. We have not addressed ourselves to the need for the explicit and systematic teaching of discussion skills throughout the K-12 curriculum. Our study of the process of learning discussion skills indicated that a student's ability to engage in productive discussion is dependent on a variety of social skills and attitudes.

A student's ability to engage successfully in a discussion is dependent upon his ability to cope with emotions, to engage in listening empathically and affectively, and to demonstrate courteous behavior. A student must also possess a self-concept and have a willingness to contribute in order to participate in a productive discussion. Before discussion skills can be introduced, the students needs to develop the social skills needed for human interaction. Much of this work is presently being done on the primary level. By the end of the primary years, the students have begun to develop simple discussion skills and they engage in different types of discussion such as problem-solving and open-ended discussions.

It is the feeling of the Committee, however, that because of the press of other curricula demands, this elementary program of building the necessary social skills along with the systematic development of discussion skills begins to be neglected in the upper elementary grades and, for the most part, on the junior high levels. Yet, interestingly enough, teachers on the senior high level expect the student to have acquired the needed skills prior to the tenth grade.

This basically is the situation which faced our committee. Knowing full well that successful discussion requires mastery of both social as well as discussion skills, the Committee, nevertheless, decided to begin our task with what seemed to be the more manageable - the naming and describing of only those skills which we felt were the most basic to discussion and which could be developed systematically for K-12. Our list of discussion skills is not intended to be a comprehensive list; it is merely a beginning. We recognize that later it will be necessary to identify, describe and sequence the learning of social skills throughout the K-12 curriculum. That task awaits us.

Our present report includes the identification and description of eight basic discussion skills and their subskills. The identification and description of these skills was no easy task and some teachers may disagree with our choices. We will undoubtedly add certain skills as we implement the discussion skills aspect of the curriculum. In the meantime, we have suggested classroom activities which might be used to develop each of these skills, and we have made suggestions for evaluation items and techniques. In no way are these activities intended to replace the teacher's imagination or creativity. Instead, we hope these suggestions will serve to stimulate new ideas and approaches. We will frequently consult with you as you develop more ideas and materials for teaching discussion skills. An S.O.S. form to be used to exchange suggestions, criticisms, and pleas for help is included at the end of this packet.

## SOCIAL STUDIES SKILLS		DISCUSSION SKILLS

* Grade at which skill is introduced
--Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

SKILL BUILDING SEQUENCE	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Getting acquainted and establishing trust	*	--	--	--	--	--	--	--	--	--	--	--	--
2. Organizing for action													
a. Maintaining order within a group.	*	--	--	--	--	--	/						
b. Introduced to roles of initiator, clarifier, summarizer, evaluator, contributor & recorder.								*	--	--	/		
c. Introduced to roles of encourager & harmonizer											*	--	/
3. Contributing to the discussion													
a. Recognizing the value of contribution	*	--	--	--	--	--	--	--	--	/			
b. Taking the responsibility to contribute	*	--	--	--	--	--	--	--	--	--	--	--	--
c. Responding to other contributions	*	--	--	--	--	--	--	--	--	--	--	--	--
1) Verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
2) Non-verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
4. Active listening													
a. Listening for a specific purpose	*	--	--	--	--	--	/						
b. Listening to perceive differences of opinion and areas of agreement					*	--	--	--	--	/			
c. Listening carefully to be able to paraphrase what someone else has stated					*	--	--	--	--	/			
d. Listening to distinguish between fact and opinion								*	--	--	--	--	--
e. Listening carefully to be able to summarize what someone else has stated											*	--	--
5. Learning to co-operate	*	--	--	--	--	--	--	--	--	--	--	--	--

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Setting clear goals													
a. Recognizing the issues													
1) Stating the issue								*	--	--	--	--	/
2) Identifying the types of issues													
(a) Moral of value issues								*	--	--	--	--	/
(b) Issues of definition								*	--	--	--	--	/
(c) Issues of fact and explanation								*	--	--	--	--	/
(d) Legal issues								*	--	--	--	--	/
(e) Disagreement over frame of reference								*	--	--	--	--	/
b. Recognizing the types of discussion													
1) Simple recitation								*	--	/			
2) Inductive questioning								*	--	/			
3) Open-ended questioning								*	--	/			
4) Problem solving								*	--	/			
5) Debate									*	--	/		
c. Recognizing the purposes of discussion													
1) To solve problems								*	--	/			
2) To air one's opinion								*	--	/			
3) To find out what others think								*	--	/			
4) To clarify one's point of view								*	--	/			
5) To re-evaluate one's point of view								*	--	/			
6) To gain feelings of acceptance & belonging								*	--	/			
7) To persuade								*	--	/			
7. Discussion with a direction													
a. Being sensitive to other's responses											*	--	/
b. Stating the issue over which there is disagreement											*	--	/
c. Pursuing the issues systematically											*	--	/

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. d. Making explicit transitional statements											*	--	/
e. Recognizing the relevance of statements to the issue											*	--	/
f. Thinking on two levels													
1) "Taking a stand" and defending it											*	--	/
2) Being aware of the discussion process and student's role in it											*	--	/
8. Arriving at a conclusion													
a. Reaching a majority opinion	*	--	--	/									
b. Recognizing the four types of conclusions								*	--	--	--	--	/
c. Reaching a consensus											*	--	/

Eight Basic Skills and Their Importance in Discussion

1. Getting acquainted and establishing trust

   In order for a group to function well, it is important for all members to get acquainted and establish trust so that each person feels comfortable with that group.

2. Organizing for action

   Maintaining order within a group is a basic skill that needs constant attention and reinforcement. Initially, the process is teacher-directed. As the students become proficient in this skill, they should be encouraged to become self-directing in small groups at first, aiming at total class involvement and self-direction.

   Hopefully by grade seven, the students have had experience with the various roles necessary for having a good discussion and would now be ready to recognize and to perform these functions:

   INITIATOR - gets the discussion underway, helps the group organize itself, keeps the group moving steadily toward its goal

   CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem

   CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information

   SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate)

   EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together

   RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion

   By grade ten, the more sophisticated roles of encourager and harmonizer may be introduced.

   ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly

   HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

3. Contributing to the discussion

   a. Recognizing the value of all contributions

      Group members need to learn that in trying to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully.

   b. Taking the responsibility to contribute

      The student must individually decide what knowledge he wishes to contribute and when he wishes to contribute it. The pieces of information come from the student's own store of knowledge.

   c. Responding to other contributions

      (1) Verbal

         Students must become aware of what others are saying and react to those contributions. Keeping to the point is essential for good discussion. The results of the discussion should be a combination of ideas - a group product.

      (2) Non-verbal

         Whenever two or more people interact, they send and receive messages, both verbally and nonverbally. Our non-verbal behavior may be as communicative as our verbal behavior.

4. Active listening

   a. Listening for a specific purpose

   b. Listening to be able to perceive differences in opinion and to perceive areas of agreement

   c. Listening carefully to be able to paraphrase what someone else has stated

      Before a student can constructively contribute to another's comments, he must thoroughly understand the other's position. Therefore, it is important that the student learn to restate what was said before he responds to it.

   d. Listening to distinguish between fact and opinion

   e. Listening carefully to be able to summarize what someone else has stated

      If a discussion is to progress toward a meaningful conclusion, the participants need to be able to discuss and digest only the salient points. The student needs to learn to make a statement of the main points of the substance of the discussion.

5. Learning to cooperate

Members of classroom groups need to be encouraged to work with one another, instead of against one another, in accomplishing their goals. In group discussion, co-operation consists of drawing others out instead of arguing with them, sharing information, and assembling all contributions into a group product.

6. Setting clear goals

A. Recognizing the issues

(1) Stating the issues

One of the first challenges of discussion is to sort out how many different things are being said about the topic. There is a need to identify the points of agreement and disagreement. This allows the participants to focus on the topics and to pursue them systematically. To state issues clearly, it is useful to translate into questions the main positions or opinions that the participants have. Students should be able to state clearly what the main issue of the discussion is. Prior to seventh grade, the committee feels the teacher takes the responsibility for stating the issue.

(2) Identifying the types of issues

(a) Moral or value issues - "goodness or badness" based on certain moral principles. Where there are two conflicting values in a discussion, one must be violated regardless of which policy stand is taken. An effective way to point this out is through the use of familiar situations similar to the situation being discussed. Use of familiar situations forces the discussant to do two things:

1 - See that there are at least two competing values.

2 - Show why we may uphold a value in one situation and yet reject the same value in a similar situation.

(b) Issues of definition - a "labeling problem"

1 - Deciding which examples should or should not be classified under a controversial label ("Communist")

2 - Selecting general criteria in a definition

a. Stipulation - simply agreeing to use a word consistently in a specific way

b. Use of an authoritative source - a dictionary

(c) Issues of fact and explanation - disagreements about the descriptions or explanation of events. For example, "Man is a warlike animal" might be viewed by one person as being a fact while another might see it as being opinion.

(d) Legal issues - usually a combination of value, definitional and factual questions. The first issue in a legal question is whether or not a particular action can be classified as falling under an existing law. It then becomes a question of defining whether the act in question is covered by an existing law. Application of the law usually carries with it a sense of fairness. Concepts such as fairness, impartiality, and avoidance of cruel and unjust punishments are clearly value judgements.

(e) Disagreement over frame of reference - the way different people look at the world. The way people come to see the issues in a case is determined by their frame of reference, the most important values and beliefs that influence how they look at the world. For example, the proposed building of a new school might be viewed quite differently by a school child, a teacher, a taxpayer and a custodian.

B. Recognizing the types of discussions

For discussion to be successful, all members must know at all times what the goal of their interaction is. There are several types of discussion. Most types may be used on the elementary level, even if they are not specifically named. However, at the junior high level, the student should be aware of, and be able to identify, the five basic types of discussion. These are:

(1) Simple recitation - student answers questions asked by teacher and other students.

(2) Inductive questioning - student develop an idea as the result of careful, organized questioning by the teacher.

(3) Open-ended questions - encouraging the students to think and to value their own ideas as well as the ideas of others - no right or wrong answers.

(4) Problem solving - attempting to reach student consensus, not just sharing ideas.

(5) Debate - a structured exchange of two opposing sets of ideas, carried on under a set of rules.

C. Recognizing purposes of discussion

In addition, there are many purposes for discussion. The teacher may find it desirable to make the purpose of the discussion clear at the beginning. Hopefully during the junior high years, the student should understand and be able to interpret the seven basic purposes of discussion:

(1) to solve problems

(2) to air one's opinion

(3) to find out what others think

(4) to clarify one's point of view

(5) to re-evaluate one's point of view

(6) to gain feelings of acceptance and belonging

(7) to persuade

7. Discussing with direction

An effort to produce clarity in a "disciplined discussion" depends upon factors such as listening, responding to the issue, and trying to keep on the track.

A. Being sensitive to other's responses - developing sensitivity to what others are saying. The student should be able to recognize sensitive and insensitive conversation.

B. Stating the issue over which there is disagreement - this is necessary when the participants throw in too many opinions and there is much disagreement. The student needs to develop the ability to summarize the nature of the issue over which there is disagreement - this provides focus and direction for the discussion. A good way to do this is by stating the issue in question form.

C. Pursuing the issues systematically and with some degree of continuity - sticking with the issue long enough to deal with its problems thoroughly.

D. Making explicit transitional statements - making explicit the changes of transitions of the issues in a discussion.

When someone chooses to change the issue under consideration, he must make an explicit transitional statement, explaining why a change of issue at that point would move the discussion forward.

E. Recognizing the relevance of statements to the issue - determining whether or not a particular statement is related to the issue under consideration.

Challenging the relevance of a statement is a way of pressing toward greater continuity - systematically focusing on one issue at a time.

F. Thinking on two levels - discussant thinks on two levels at the same time:

Level #1 - He has to "take a stand" and think of reasons to defend it.

Level #2 - He has to be aware of the "discussion process" itself and his role or roles in it. For example, Am I responding to others' contributions? Am I actively listening? Am I sticking to the topic?

8. Arriving at a conclusion

Not all types of discussion result in a group product; it depends on the purpose of the discusion. The four types of conclusions are

a. Open-ended - each member comes to an individual conclusion in his own mind.

b. Authoritarian decision - a power figure imposes his conclusion on the whole group.

c. Majority-minority opinion - a group product which reflects the best to which all members can contribute.

d. Consensus - when the group arrives at a decision to which all group members can concur or support.

Table of Contents - Activities and Evaluations

for

Grade 5

Page

I. Getting Acquainted and Establishing Trust..................D-13

II. Organizing for Action..................................D-13

III. Contributing to the Discussion.........................D-13

IV. Active Listening.......................................D-15

V. Learning to Co-operate.................................D-15

VI. Setting Clear Goals....................................D-16

VII. Discussion With a Direction............................D-16

VIII. Arriving at a Conclusion...............................D-17

1. Getting acquainged and establishing trust

Activity 5

Activity

Each student, as though he were a visiting celebrity, is interviewed by a panel of "reporters" appointed by the teacher. The interviewers ask questions about the "celebrity" to elicit information that they think all members of the group would like to know. The process continues until all group members have been interviewed, with the teacher appointing a new panel of "repaoters" from time to time.

Learning Discussion Skills Through Games
Gene Stanford and Barbara Dodds Stanford
Citation Press, New York 1969
page #21.

Evaluation

All students may write down or discuss their first impressions of each "celebrity" as outlined above. In addition to securing more knowledge about each group member to establish trust, participants will initiate and utilize various listening skills.

2. Organizing for action

*Note to the teacher

To encourage the students to develop their ability to organize for action, we suggest that you might allow the class to break up into bulletin board committees, party committees, etc., throughout the year. The group should select a chairman and recorder as necessary. Much of this committee work is teacher-directed at first.

3. Contributing to the discussion

A. Recognizing the value of all contributions

Activity 5

The class should be divided into several small groups of about 6-8 in a group. Each group will receive a set of dequenced cards (or pictures). The cards should be distributed randomly. Each child must read his card aloud. Hopefully, the group will then realize what the topic is that they are attempting to sequence. (Occasionally, the teacher may have to give the topic. After some discussion, each student, one at a time, will take his card to the chalk tray, attempting to place his card in the proper sequence. Examples:

1. Steps in a brownie recipe
2. Steps in building a bird house
3. Main events in Lincoln's life

B. Taking the responsibility to contribute

Activity 5

The class is divided into groups. Each group is given a question to discuss about which every student will know something from his own experience; for example, "How I felt on the first day of school." Every member must contribute. Members must contribute in random order, not just in order around the circle. The group that follows the rules in the shortest length of time is declared the winner.

Learning Discussion Skills Through Games
Gene Stanford and Barbara Dodds Stanford
Citation Press, New York 1969
page #21.

Evaluation - see Teacher's Role Page D-20

C. Responding to other contributions

1. Verbal

Activity 5

The teacher arranges the class in two rows facing each other. The teacher introduces the topic of discussion and invites the first student in line to respond. The teacher also hands that student a ball of yarn. After the first student has made a response, the student opposite him must respond to his comment. If this is done, the first student passes over the ball of yarn, keeping the end in his hand. Each student responds in turn to the student either across or kitty-corner. If a student does not respond to the previous comment, the ball of yarn skips the student.

2. Non-Verbal

Activity 5

Prior to the discussion, the teacher selects 5 people to be spies. The teacher instructs them that they are to take notes of the gestures, movements, facial expressions, and posture of their assigned students during the classroom discussion. The teacher starts some discussion. At the end of the discussion, the spies report to the entire class on their observations. The class should then be encouraged to make suppositions as to what the gestures might have meant and how they might have affected the discussion. The committee suggests that this be done several times throughout the year.

4. Active Listening

A. Listening for a specific purpose

Activity 5

Before listening to a story or a tape, the children are given specific facts and information to listen for. After listening, the students should be able to answer questions based on the story.

B. Listening to be able to perceive differences in opinion and to perceive areas of agreement

Activity 5

Ask the class who they have studied that showed these traits: courage, faith, determination, self-sacrifice, creativity. List the various names given and discuss why they were chosen. Have the class bote for the person each likes best.

C. Listening carefully to be able to paraphrase

Activity 5

Play a tape or record or read a passage. Have the students restate what they hear.

5. Learning to co-operate

Activity 5

Tower Game - the teacher should place staples, scissors, glue, string, and construction paper on various tables. The class is divided into groups. A judge is selected. Each group is given the task of constructing a tower which will be judged on height, appearance, and sturdiness. When all groups are finished, the judge selects the winning tower.

Variations

1. A time limit might be set.
2. A second judge might observe each group's cooperation and announce a winner.
3. The construction can be carried out non-verbally.
4. The judge could have an actual score sheet.

Structured Experiences for Human Relations Training
Vol. III, Pfeiffer and Jones, University Associates, LaJolla, California, 1974, page 17.

Evaluations:

1. The groups should respond to the judgement. Each observer should note his group's reaction to the judging process and to the announcement of the winning tower.

2. Judges could report on their experiences. Each observer then reports on his group.

3. The groups could meet separately to do the exercise. Participants give each other feedback.

6. Setting clear goals

A. Recognizing the issues

*Note to the teacher

The committee feels that prior to the seventh grade the teacher takes the responsibility of stating the issues. Teaching for this skill will begin in the seventh grade.

B. Recognizing types of discussion

*Note to the teacher

Prior to the discussion, the teacher will decide which of the following types of discussion best fits the subject at hand:

1. Simple recitation
2. Inductive questioning
3. Open-ended questioning
4. Problem-solving

C. Recognizing the purposes of discussion

*Note to the teacher

At the beginning of each discussion, the teacher should clearly define the purpose for the discussion so that the students understand what the topic is and that they are to stick to that topic.

In conducting your classroom discussions, you may want to keep in mind the following purpose of discussion:

1. To solve problems
2. To air one's opinion
3. To find out what others think
4. To clarify one's point of view
5. To re-evaluate one's point of view
6. To gain feelings of acceptance and belonging
7. To persuade

7. Discussing with direction

*Note to the teacher - See Teacher's Role (pg.D-22)

8. Arriving at a conclusion

   A. Reaching a mojority opinion

      Note to the teacher

      This skill should have been mastered by the end of grade three.

   B. Recognizing the four types of conclusions

      Note to the teacher

      This skill is not introduced until seventh grade.

   C. Reaching a consensus

      Note to the teacher

      Although this skill is not formally introduced until grade ten, it is the most desirable discussion conclusions. Students in earlier grades, however, may exhibit the ability to reach a consensus. Whenever this occurs, the term should be introduced.

Teacher's Role

The teacher's role in conducting a discussion is an extremely important one for which few of us have been adequately trained. Not only is the teacher responsible for teaching the students the skills necessary for discussion but he or she must be skilled in discussion.

Prior to a discussion the teacher must establish an atmosphere that fosters an open interchange of ideas. This can be done through room arrangement (informal, so that students can see other, with the teacher as a member of the group), teacher attitude, and activities designed to promote group feeling.

Good questioning is the key to success in any discussion. The teacher's role is to foster honest expression of opinion, probe for reasoning behind opinions, encourage students to comment on and challenge each others reasoning, and pose questions that focus on the issues being discussed. For example in a problem solving discussion the teacher might ask some of the following questions:

1. What are the best reasons for and against various courses of action? Why are these the best courses?
2. What is the principle underlying the proposed decision?
3. Is the recommended action consistent with the student's ideals?

It is the committee's hope that the following suggestions and explanations will prove useful to the teacher as they attempt the dual responsibility of teaching themselves discussion skills at the same time they are attempting to pass this knowledge on to their students.

Eight Basic Discussion Skills

1. Getting acquainted and establishing trust

The teacher must himself display an attitude of trust. If the teacher displays an attitude of tolerance and acceptance toward student responses, stduents will soon learn to treat each other in the same manner.

2. Organizing for action

A. Maintaining order within the group

At the beginning group organization is teacher directed. Together with the group he or she sets up rules for discussion, clarifies the subject of the discussion and serves to keep the discussion going. The teacher should encourage students to develop a good concept of what discussion involves, establishing a good feeling for the rules, listening, taking turns, and keeping to the point.

B. Introduction to the roles taken by the members of a discussion group.

It is the responsibility of the junior-senior high teacher to present to the student the various roles played by the members of a discussion group. In grade seven the students are introduced to the roles of initiator, clarifier, summarizer, evaluator, contributor and recorder. The remaining roles of encourager and harmonizer will be introduced in grade ten.

INITIATOR - gets the discussion under way, helps the group organize itself, keeps the group moving steadily toward its goal;

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem;

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information;

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate);

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together;

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion;

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly;

HARMONIZER - helps to relieve tension and settle disputes between other mebmers, helps the group work out its disagreements, suggests compromises.

The students should be made aware that one person may assume several roles during a discussion. The teacher should then encourage the students to use each of these roles in their class discussions. It may be helpful to stop the discussion at times to enable the students to identify the roles which have been assumed and to recognize how their use has affected the discussion.

3. Contributing to the discussion

A. Recognizing the value of all contributions

B. Taking the responsibility to contribute

During the class discussion the teacher should observe the work of the group carefully, and note the following:

1. How did the group pattern their contributions?

2. Was order kept and how?

3. What means were used to encourage the more reluctant members to contribute?

The teacher should not always feel that it is necessary to step in if the group is slow in starting. The pressure of silence may encourage people to contribute. If you find after observing several discussions that certain students dominate the discussion and others sit silently you may find it helpful to place contributing members in one group and non-contributing members in another. This may encourage the silent members to stop relying on the contributors and prompt them to contribute.

C. Responding to other contributions

1. Verbal

If the teacher feels a student's contribution does not relate to the discussion he may wish to interrupt and ask that student to explain how his or her statement relates to previous contributions.

2. Nonverbal

Students should be made aware that some behaviors facilitate while other retard discussion. The committee realizes that as a part of the primary reading and language arts program much emphasis is placed on this skill. However, it is the opinion of the committee that this skill is progressively neglected in the upper grades. We recommend that teachers make students aware of certain actions that can encourage discussion (smiling, nodding, establishing eye contact, sitting complacently, etc.) and that other actions hinder discussion (tapping, yawning, fidgeting, etc.).

The students should be cautioned that the signal may not always be perceived the way that it was meant to be. For example, a yawn may be interpreted as boredom when it is merely a sign of fatigue. A teacher may want to note that some classroom behaviors such as giggling, horseplay, etc. may indicate that the student is feeling threatened by the discussion.

The teacher should encouarge the student to recognize that certain body positions have a language of their own. For example, when a student wishes to contribute to the discussion, he will frequently raise his head and lean forward slightly. Secondly, folded arms and downcast eyes may indicate disapproval, boredom, fear of being called upon, complete lack of interest, or merely the fact that the child does not understand the dicussion and is ashamed to admit it. When a student sits up, looks at the leader expectantly while gathering his materials, these are signals that the student needs a break.

4. Active listening

5. Learning to co-operate

6. Setting clear goals

As a student gains discussion skills, he will increase his ability to recognize issues, types of discussion, and the purposes of discussion. Prior to seventh grade it is mainly the teacher's responsibility to see that each discussion has a clear goal.

Classroom discussion will take one of the following five forms:

1) simple recitation
2) inductive questioning
3) open-ended questioning
4) problem solving
5) debate

With the exception of debate, we expect the students to be able to participate in each of these forms but recognition of the terms is not necessary until seventh grade.

The teacher's role will vary depending on the type of discussion used.

Type of Discussion	Teacher's Role
1. Simple recitation	1. Asks questions
2. Inductive questioning	2. Carefully plans sequence of questions to help students arrive at a concept.
3. Open-ended discussion	3. Provides initial focus for discussion, accepts all responses, and refrains from evaluation while encouraging clarification when necessary.
4. Problem solving	4. Reminds students of purpose of discussion, points out similarities and differences among points of view, and charts information to be used for purposes of comparison and contrast.
5. Debate	5. Teaches format of proper debate and acts as resource person in helping students find information

The teacher should keep in mind the following purposes of discussion:

1. to solve problems
2. to air one's opinion
3. to find out what others think
4. to clarify one's point of view
5. to re-evaluate one's point of view
6. to gain feelings of acceptance and belonging
7. to persuade

Beginning in tenth grade and continuing through twelfth grade the teacher is responsible for reinforcing the student's ability to recognize issues, types of discussion and the purposes of discussion.

7. Discussing with direction

In most cases it is the teacher's responsibility to guide the direction of a discussion prior to the tenth grade. The teacher must recognize and encourage the following to take place during classroom discussions:

a. being sensitive to other's responses

b. stating the issue over which there is disagreement

c. pursuing issues systematically

d. making explicit transitional statements

e. recognizing the relevance of statements to the issue

f. two level thinking - making pertinent contributions and assuming a role in the discussion

In the beginning the teacher may find it necessary to verbally step in to direct the discussion. However, we hope that as time goes on and the students become more proficient, the teacher will take less of an active role.

8. Arriving at a conclusion

The simplest type of conclusion is the majority opinion. Although the teacher and students may feel uncomfortable with open-ended conclusions, because of our conditioning in expecting an answer, this type of conclusion is useful in encouraging student to air their personal opinions. Because the authoritarian conclusion stifles open discussion, this is the type lease recommended. Consensus is the hardest conclusion to achieve. The teacher and the students must learn to become aware of those persons who disagree with the majority. They must be specifically alert for dissenters who are ignored, especially the quieter members who disagree but do not state their opposition vociferously.

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INTRODUCTORY STATEMENT - Response Forms

In order to continue to develop, correct, and improve the Discussion Skills Packet (D.S.P.) and keep open the very necessary lines for your suggestions and possible appeals for assistance we have developed this form to be used by the classroom teacher.

If, after having read and/or used the D.S.P. you have any constructive suggestions to aid us all in the continuing development of this packet, please fill in the section provided. We all need help (the committee more than others).

If you have had success in the use of the D.S.P. please fill in the section provided. Way to Go. Who Loves You Baby.

If you have had an unpleasant experience in using the D.S.P., please take two aspirin and fill in the section provided. Excedrin Headache #26.

If you have any activities or evaluations that you have developed in your classroom that may be of use to your fellow educators, please fill in the section provided. Show off!

And please, if you are having any difficulty in using or understanding this Discussion Skills Packet, do not push it aside. Let us know how we can be of help to you for this is also the function of the committee and we will not leave you hanging (too long). As you will note, there is a section on this form for an answer (hopefully) from the committee or at least a reply to let you know someone out there cares.

If you have no need of this sheet, congratulations, and please pass it on to someone less fortunate.

RESPONSE FORM #1

Teacher's Name ______________________________

School ______________________________________

I. Where do we need help? (excluding the obvious answer) Please fill in your constructive suggestions in the following areas.

A. **Skills**

Did we miss any? Any problems with ours? Don't forget to check the flow chart.

B. **Activities**

What's happening? Is your room still in one piece? Any students missing? How's your headache?

C. **Evaluation**

Does it evaluate? Is it right on? Did you check the flow chart?

II. Way to go! We told you it would work. Please tell us the areas or activities that worked well for your class or classes or classi, whatever.

III. Excedrin Headache #26. Sit down and tell us all about it. Bet you didn't check your flow chart or maybe your gas tank. Remember we still love you.

IV. Show and Tell time. We would appreciate your experience and knowledge in areas you have succeeded and we have missed. Tell it like it is!

V. Help! Tell us what the problem is and if Dear Abby can't handle it we will light a candle for you. Tell us what the specific problem area is if you know, if you don't know, ask your neighbor.

VI. Committee's Reply

If this doesn't work, punt, play your trump, or move to a cave.

(Grade 5)

RESPONSE FORM #2

The information we need from you for assistance and continued improvement is the following:

I. SKILLS

1. Which skill(s) were you working with from the ones suggested in the Discussion Skills Packet? (D.S.P.)

2. What activity(ies) suggested in the D.S.P. did you use in connection with that skill?

3. Were there any skills needed as a prerequisite but not mastered at this grade level which impeded the successof that activity(ies)?

4. Was the activity(ies) suggested in the D.S.P. used by you successfully?

5. Why do you feel the activity(ies) were successful?

6. Did the activity(ies) suggested in the D.S.P. and used by you prove unsuccessful?

7. Why do you feel the activity(ies) may not have succeeded?

8. May we have any constructive suggestions of yours on this particular skill and activity?

9. For that matter, may we have any constructive suggestions on any part of the D.S.P. such as misplaced skills (check flow chart- misplaced activities, etc.

10. What successful activities have you developed in your class for the students which we have overlooked and can be of benefit to us all?

Your Name ______________________________

Your School ____________________________

Subject area. Skill(s) and Activities used.

____

____

(Grade 5)

RESPONSE FORM #3

II. EVALUATION

1. If the acitvity(ies) in the D.S.P. had an evaluation did you use it?

2. Was the evaluation(s) useful in connection with the activity(ies)?

3. Did the evaluation(s) prove not to be useful for the activity(ies)?

4. Why do you feel it was not useful?

5. If the activity(ies) used from the D.S.P. did not have an evaluation, did you use your own?

6. What was your evaluation?

7. Did your evaluation prove successful and useful?

8. May we have your constructive suggestions on the evaluation of the activity(ies) or any others in the D.S.P.?

Your Name ______________________________

Your School______________________________

Subject area. Skill(s) and Activity(ies) used.

____

(Grade 5)

VALUES & MORAL REASONING

Introduction

The development of moral values is unique in the Social Studies skills development in that the process is entirely individual, and that progress in the clarification (realization) of one's set of values cannot be taught in the usual sense of the word. I.e., a student cannot be taught a value, but rather he or she will (1) come to a realization of what his personal values are, and (2) become cognizant of and receptive to the values of others and thereby enlarge his own value structure.

Historically, values education has been a part of the curriculum in one form or another whether it be in show-and-tell sessions, or in class meetings in which rule infractions or classroom problems are discussed. For years teachers have been charged with the task of developing honesty, good citizenship, patriotism and the other values held common in our society. The thrust of this segment of our Guide is to assist the teacher in developing a systematic approach to values education by formulating a program of values education and by providing models appropriate for the students at each grade level.

There are a number of important factors that should be kept in mind by the teacher. First, the teacher provides the model, but not the answers. Secondly, valuing is a continuous process and is best achieved by a step-by-step process at the levels familiar to the student. It is, therefore, necessary that teachers use the models assigned to their grade level so that sequential exposure may be achieved.

Thirdly, children develop and clarify their values at different rates and, as with other goals of the Curriculum Project, no grade level will be responsible for the final completion of a set of values. The task of the teacher is to provide experiences for promoting moral development within his/her own grade level.

The Project has utilized three techniques for promoting moral development and/or the clarification values. These three techniques are described under Skill Description in the following pages of this Guide. If further assistance or instruction in the "how to" of implementing valuing is needed, two audio-visual teaching aids are available; "A Strategy For Teaching Values" (Guidance Associates), and a more extensive study, "Teacher Training in Values Education - A Workshop" (also produced by Guidance Associates.) These aids are available through the Social Studies Office at Cortland Jr.-Sr. High School.

In order to make Values Education an effective and continuing process, a minimum of four dilemmas should be used each year, making sure to utilize both the Moral Reasoning and the Values Analysis strategies. The Values Clarification strategy should be used whenever appropriate.

Finally, it should be noted that the development of values is closely associated with the development of Discussion Skills, and the information contained in the Discussion Skills section should be reviewed and implemented before a values lesson is initiated.

Values and Moral Reasoning

Skill Description

Three techniques are to be used in the development of values and moral reasoning in our Social Studies Program. They have been implemented in the curriculum workshops and are briefly described herein.

(1) Moral Reasoning Strategy - The strategy is based on Kohlberg's stages of moral reasoning in the development of Values Education.

KOHLBERG STAGE DESCRIPTION

Level One: Pre-Conventional

At this level an individual's moral reasoning results from the consequences of actions (punishment, reward, exchange of favors) and from the physical power of those in positions of authority.

Stage One:	Decisions result from a blind obedience to power, an attempt to avoid punishment, or an attempt to seek rewards.
Stage Two:	Decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Individuals view reciprocity as a matter of "you scratch my back and I'll scratch yours." Reasoning involves little consideration of loyalty, gratitude, or justice.

Level Two: Conventional

At this level an individual's moral reasoning involves consideration of the interest of others (family and peers) and a desire to maintain, respect, support, and justify the existing social order.

Stage Three:	Decisions result from a desire to pleas and help others and receive their approval in return. Behavior is frequently judged by intention - "he means well" becomes important for the first time.
Stage Four:	Decisions result from a desire to maintain the existing authority, rules, and social order. Right behavior consists of doing one's duty.

Level Three: Post-Conventional

At this level an individual's moral reasoning incorporates moral values and principles which have validity and application beyond the authority of groups. Moral reasoning becomes more comprehensive and reflects universal principles.

Stage Five:	Decisions result from recognition of an individual's rights within a society which has a social contract.

As a result, the individual's reasoning emphasizes the "legal point of view," but with an emphasis upon the possibility of changing laws.

Stage Six: Decisions result from an obligation to universal ethical principles which apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals serve as a basis for individual reasoning.

(2) The Values Analysis Strategy - This approach is based on Dewey's Reflective Morality Process and is concerned with the process by which a student makes moral decisions. The strategy forces the student to examine many alternative decisions before he/she actually is allowed to make their own decision concerning a moral dilemma. This process is excellent training for making real life decisions. The goal of this approach is to develop sophistication in the decision making process.

(3) Values Clarification[1]

The values-clarification approach tries to help young people answer some of these questions and build their own value system. It is not a new approach. There have always been parents, teachers and other educators who have sought ways to help young people think through values issues for themselves, and they have done this in many ways.

However, the values-clarification approach is more systematic and more widely applicable. Unlike other theoretical approaches to values, it is not concerned with the content of people's values, but the process of valuing. The focus is on how people come to hold certain beliefs and establish certain behavior.

Valuing is composed of seven sub-processes:

PRIZING one's beliefs and behaviors
1. prizing and cherishing
2. publicly affirming, when appropriate

CHOOSING one's beliefs and behaviors
3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

ACTING on one's beliefs
6. acting
7. acting with a pattern, consistency and repetition

Thus, the values-clarification approach does not aim to instill any particular set of values. Rather, the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

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[1] Adapted from Simon, Sidney, et.al. Values Clarification A Handbook of Practical Strategies For Teachers and Students, Hart Publishing Co., Inc. New York, NY, 1972, pp. 18-20.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of the various alternatives. The teacher also helps the students to consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give students options, in and out of class; for only when students begin to make their own choices and evaluate the consequences, do they develop their own values.

Similarities and Differences Among Approaches of Moral Development, Values Analysis & Values Clarification

Similarities:

All are concerned with increasing personal awareness of the valuing process

All are concerned with helping people cope with their values, resolve conflicts and live better lives.

Moral development and values analysis are both concerned with the reasoning process.

All approaches are concerned with increasing the adequacy of students' thinking and promoting consistency between judgements and actions.

Differences:

Moral Development vs. Values Analysis

In Moral Development the first step is to make a decision - hopefully with a division in the group and then to debate the decision. This will require the students to justify their reasoning and, in turn, will promote moral development through six stages of development. Discussions in this strategy will concern only moral issues.

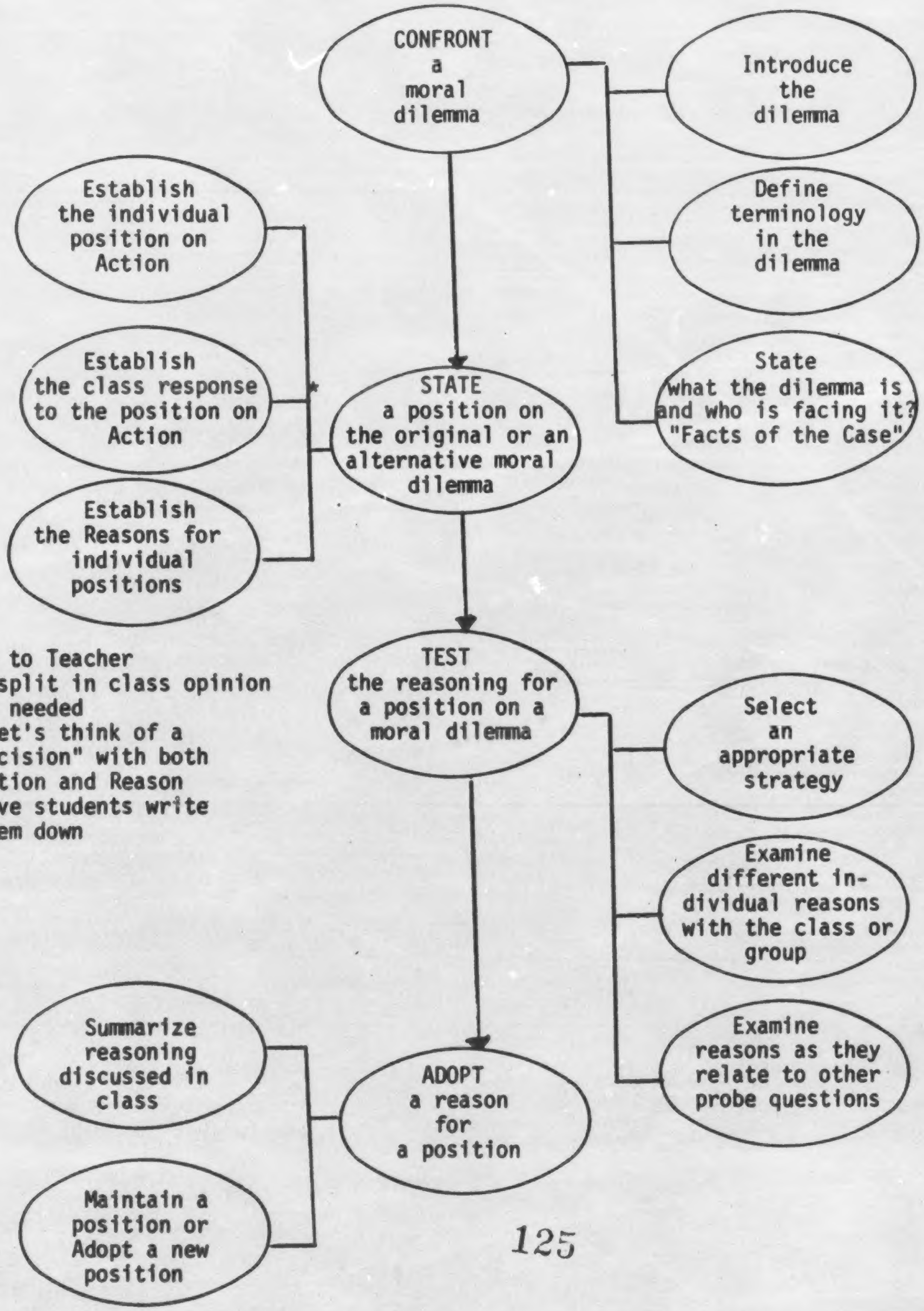
Values Analysis encourages considering all the alternatives and consequences in a step-by-step, scientific approach prior to making a decision. It is designed to encourage logical thinking, and discussions may also include social issues.

Moral Development vs. Values Clarification

These approaches differ in their thinking about values. Kohlberg feels that, in a pluralistic society, students need to develop increasingly adequate ways of thinking to resolve conflicts, whereas Simon's theory is based upon a feeling that values are personal and relative to a stiuation.

Moral Development	Values Clarification
1. Deals with only moral issues	1. Deals with moral and non-moral issues
2. "Should" questions	2. "Would" questions
3. Must justify reasoning to increase development	3. Don't have to justify reasoning
4. Goal is to clarify and develop problem solving skills	4. Goal is to help students to know themselves, communicate and build a sense of community.

DIAGRAM OF THE TEACHING PROCESS FOR TEACHING A MORAL DILEMMA - MORAL REASONING


CONFRONT a moral dilemma
Introduce the dilemma
Define terminology in the dilemma
State what the dilemma is and who is facing it? "Facts of the Case"
Establish the individual position on Action
Establish the class response to the position on Action
*
Establish the Reasons for individual positions
STATE a position on the original or an alternative moral dilemma
TEST the reasoning for a position on a moral dilemma
Select an appropriate strategy
Examine different individual reasons with the class or group
Examine reasons as they relate to other probe questions
Summarize reasoning discussed in class
Maintain a position or Adopt a new position
ADOPT a reason for a position

*Note to Teacher
1. A split in class opinion is needed
2. "Let's think of a decision" with both Action and Reason
3. Have students write them down

STEP 1 Confronting a moral dilemma

Step 1 consists of three activities. First, the teacher presents the dilemma to the students by having them read the dilemma silently or aloud. Second, the teacher helps students to clarify the meaning of any terms or words which are used in the dilemma and which some students may not understand. Finally, the teacher helps students to confront the moral aspects of the dilemma by asking them to state the moral issue which the dilemma raises.

STEP 2 Stating a position on the original or alternative dilemmas.

In this step, the teacher ascertains the division within the class about what the major protagonist in the dilemma ought to do. Each dilemma ends with a question such as this one: Should Fritz let the prisoners escape? In order to teach for cognitive moral development, the members of the class must divide over the answer to this question. Some teachers ask students to indicate their feelings by holding up their hands while they shut their eyes so that the votes of others will not influence them. Other teachers ask several students to express their opinions and the reasons for their opinions and then ask for a vote either openly or in private. If at least a third of the students in the class elect each position, the teacher moves immediately to Step 3, skipping the alternative dilemmas.

If at least a third of the members of the class do not line up on each side of the issue, the teacher introduces an alternative dilemma from the lesson plan to establish a division among the students. One set of alternative dilemmas has been designed in case the class agrees that the protagonist SHOULD take a particular course of action. Another set should be used if the class agrees that the protagonist SHOULD NOT take a particular course of action. The teacher should make sure that the students understand the terms used in an alternative dilemma and that they see the moral issue involved. Then the teacher should determine how the class divides on the issue, and proceed to Step 3.

STEP 3 Testing the reasoning for a position on a moral dilemma.

Next, the teacher begins to help students test their reasoning by choosing an appropriate method of class deployment. All four methods of class deployment promote maximum student-to-student interaction. During the testing stage, students examine, analyze, and compare their own reasons with reasons offered by other students. The teacher keeps the attention of the class focused on reasoning rather than on what a protagonist should do. Probe questions provided in the lesson plan help students to examine their reasoning in a variety of circumstances. The deployment strategies are:

Strategy A

Divide the class into groups of five to eight students. Each group should consist of individuals who agree about the appropriate action on a dilemma. Have the members of each group work out a list of reasons for holding their position. After the groups have worked for ten to fifteen minutes on this initial task, have each one select three reasons which reflect the best reasoning for their position on the moral dilemma and arrange these in priority. You should move from group to group, helping each group develop its list of reasons. Ask the recorder from each group to report on the final list of "best" reasons. Since you will have several groups working on listing reasons for opposing positions on the moral dilemma, a general class discussion focused on moral reasoning should follow reports from the groups. Encourage students to challenge one another's reasoning and to help focus the dialogue on why individuals believe one reason is more appropriate than another. The discussion will often focus on two or three conflicting reasons. If the general class discussion becomes too repetitive or loses momentum, use a probe question or an alternative dilemma to refocus the discussion or to check the consistency of those students arguing a particular position. Ask students who indicated they were undecided or students who are not active in the discussion to summarize the dialogue or offer their opinion of the discussion.

Strategy B

Organize the class into small groups with each group including members who do not agree about the action of the dilemma. Ask the members of each mixed group to discuss their positions and the reasons for their positions in order to produce a list containing the two best reasons on each side of the issue. One of the objectives of this strategy is to have students discuss the dilemma from each position on action with the task of the group focused on reasoning rather than on the initial position. A general class discussion should follow group reports of discussion. With this strategy you may find it helpful to have groups record their best reasons on the chalkboard so that everyone can see different ways of thinking about the dilemma.

Strategy C

Ask all students in the class to write out three reasons why they hold the particular position that they do on the dilemma. Choose four students to debate, two from each position on the dilemma. Let the debate begin among the four protagonists. After they have debated a few minutes, invite four additional students, two from each position, to enter the debate in order to add additional reasons for the position on the dilemma. Encouarge the debate to continue for a few minutes. During the debate ask the students not in the debate to summarize or paraphrase the reasoning used in the debate. Also encourage students listening to the debate to question members in the debate and to interject reasons which they have written down but the debaters have not used. The debate format provides a method for verbally listing a series of reasons. You may decide to continue the class in several ways:

1) if the debate among the eight students and the involvement of the rest of the class seems productive, you can continue the debate.
2) You can establish four debating groups in the class and give each group the task of determining the best reasons for a proposed action.
3) You can establish four groups and give them the task of summarizing the reasons offered during the debate and decide which reasons seemed most appropriate.
4) You could guide the debate format into a general class discussion focused around the probe questions.

Strategy D

After determining a class division on action, divide the class into groups of five to eight students whose members agree about the appropriate action on a dilemma. Have members of each group develop a list of reasons for holding their position. The teacher should move from group to group helping students to complete this task. Give each group from ten to fifteen minutes to develop its reasons. Each student should write down the reasons listed in the group.

Reorganize the groups so that half of a group holding one position exchanges places with half of a group which stated an opposing position on action. Have the members of the new groups complete the following tasks:

1) Report the reasons developed in the previous discussion to the other half of the group.
2) Discuss the reasons. Each half of the new group should challenge the reasons offered by the other half and ask questions about why they think these reasons are good ones.
3) Each half of the new group should then meet for from three to five minutes to decide which reason the other half offered is the best one.
4) The groups should report their decision to the class with specific emphasis on why each sub-group selected a particular reason which others had offered.

You may want to prepare a group task sheet which explains the small group task for this strategy. Allow sufficient time for the groups to complete the tasks. Use probe questions with the entire class if any time remains after all groups have reported.

STEP 4 Adopting a reason for a position.

During the final stage of the teaching process the teacher helps students to summarize the reasoning discussed during the class period. The teacher aids the students to either affirm their original postiion using more adequate reasoning, or to adopt a new position based on reasons presented in the class discussion.

COMMON PROBLEMS IN TEACHING THE MORAL REASONING STRATEGY

1. TIME DISTRIBUTION AMONG THE STEPS OF THE STRATEGY
2. SKIPPING STEPS
3. NOT DEPLOYING WITH CLEAR TASKS, RECORDERS
4. POOR SELECTION OF DEPLOYMENT STRATEGY
5. TOO FEW OR NO PERCEPTION CHECKS ESPECIALLY ON TASKS
6. DISCUSSION LEADING INTO STUDENT-TEACHER INTERVIEWING
7. CONTENT DIVERSIONS (NON-MORAL FOCUS IN THE DISCUSSION)
8. POOR PROBES OR INAPPROPRIATE USE OF PROBES

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4.	Goal is to clarify and develop problem solving skills	4.	Goal is to help students to know themselves, communicate and build a sense of community.

MORAL DILEMMAS TO BE USED WITH THE KOHLBERG APPROACH

Sound Filmstrips for Primary Years - Guidance Associate Kits*

1. How Can You Work Things Out?
2. The Joke

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* Complete A-V Kits are found in Parker School and are available through inter-school mail.

(Grade 5)

The Joke

The Dilemma:

No one in the class really likes Billy. He seems "different" from the other children. He has a loud, unpleasant voice and frequently interupts class with noises and comments. One day Billy's wallet disappears. You have a friend, Eddie, who you see hide the wallet. He has told you that he is playing a joke on Billy. Billy is getting very upset because it is nearly lunch time, and his lunch money is in the wallet. Eddie is your friend, and you do not want to see him get into trouble. You don't really like Billy, but he is very upset. Will you tell?

TEACHING PLAN: THE JOKE

PART ONE: THE ORIGINAL DILEMMA

Have the students read "The Joke." Make sure participants know the basic facts and conditions described in the dilemma.

Determine how the students would decide the question.

If enough students take different positions on ACTION, choose a stratege from the Small Group Strategy List and proceed with the discussion.

If there is too little disagreement of ACTION, proceed to the alterations of the original dilemma below. One of the alternative dilemmas should help to produce more disagreement.

PART TWO: ALTERNATIVE DILEMMAS

If most students agree that they would tell use the following alternative:

> Eddie, your friend, has gotten in a lot of trouble this year and one more thing will cause him to be suspended.

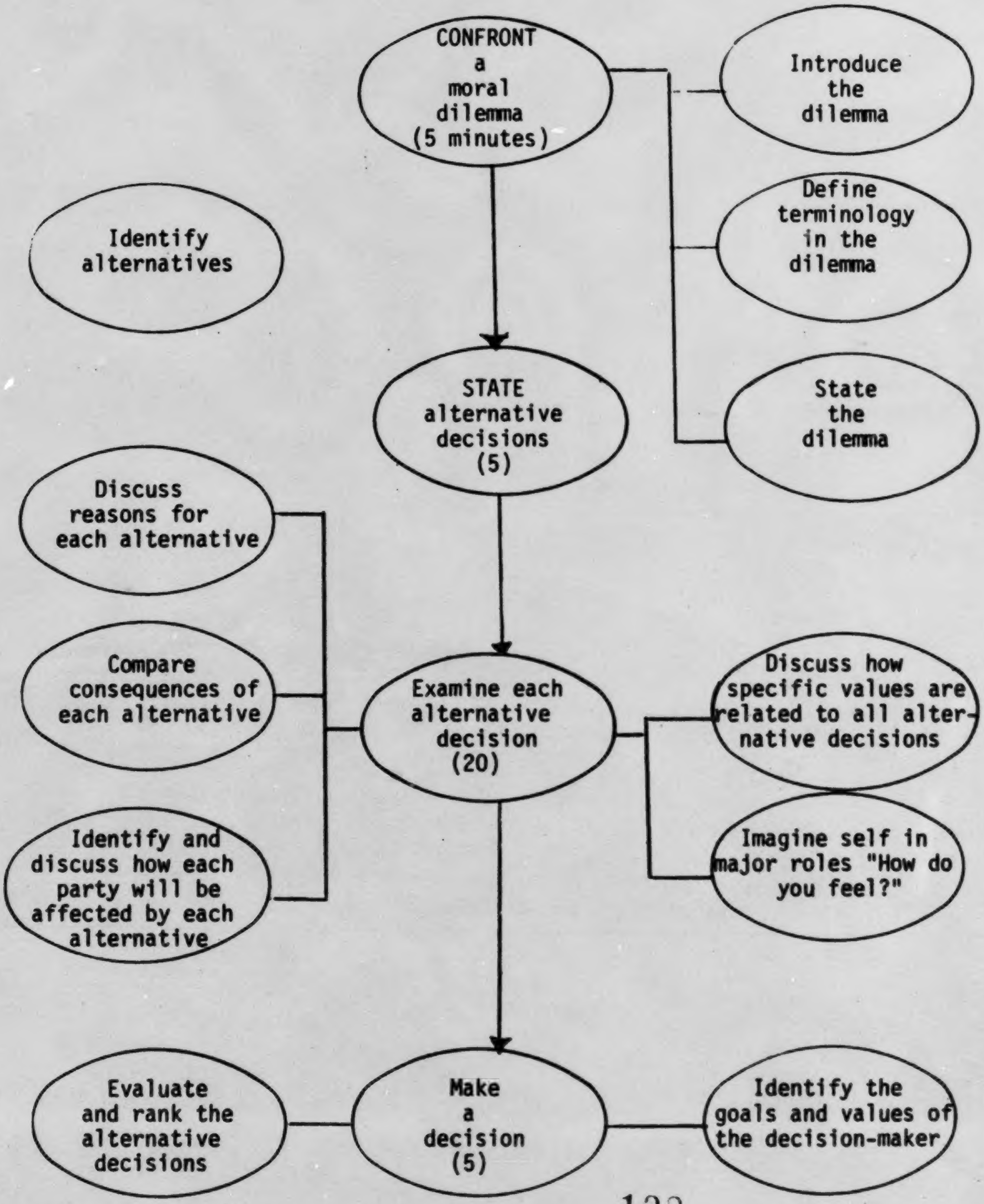
If most students agree that they would not tell use the following dilemma:

> You know that Billy gets really sick when he gets very upset and that getting too upset could really be harmful to him.

PART THREE: PROBE QUESTIONS

1. How would you feel if you were in Billy's place?
2. What obligations do you have to Eddie?
3. What obligations to Billy?
4. Should Billy be punished for being different?
5. Should you protect your friend in every situation? Why?
6. Would your decision be changed if Billy was your friend? Why?
7. Would you let Billy go without lunch?
8. What is supposed to be funny about this joke?

THE VALUES ANALYSIS STRATEGY


CONFRONT a moral dilemma (5 minutes)
Introduce the dilemma
Define terminology in the dilemma
State the dilemma
Identify alternatives
STATE alternative decisions (5)
Discuss reasons for each alternative
Compare consequences of each alternative
Identify and discuss how each party will be affected by each alternative
Examine each alternative decision (20)
Discuss how specific values are related to all alternative decisions
Imagine self in major roles "How do you feel?"
Evaluate and rank the alternative decisions
Make a decision (5)
Identify the goals and values of the decision-maker

The Decision-Making Steps Explained

1. Identify and define dilemma.

   Usually students will read the dilemma or it may be read orally to the entire group. Once the teacher is sure that students understand all the terms in the situation and they understand the nature of the dilemma (why it is a moral dilemma), students may form small groups for the actual lesson. Appropriate audio-visual materials may be used if desired. The class could listen to a tape recording of the dilemma as an alternative presentation.

2. List all possible choices, their consequences, and the persons directly affected, and how affected.

   There are always two choices which should be obvious in each dilemma. Upon further consideration and discussion, other alternatives will most likely appear. Each choice will have one or more consequences, and several persons may be directly affected by a particular choice.

3. Put yourself in the place of each person each decision most affects.

   The key concept here is objectivity; while difficult to attain, the student is able to recognize that there may be other value systems operating which are different from his own.

4. Compare the values of each alternative and rank them.

   Depending on the alternative under consideration, certain values associated with that particular alternative will emerge. They may be ranked in the order of importance or worth to that particular individual.

5. Make a decision and act upon it.

   This is the summation of the process. An important consideration here is that the student does not reveal his decision to others if he so desires. If an intelligent and logical decision is to be made, the importance of going through the preceding four steps as thoroughly as possible should be obvious.

MORAL DILEMMAS TO BE USED WITH VALUES ANALYSIS STRATEGY

1. Which Side Are You On?
2. "Twenty Years Later"

WHICH SIDE ARE YOU ON?

THE DILEMMA:

You are the mayor of New York City in 1969. The city samitation workers have left their jobs to strike for higher wages and more benefits. They claim that they are underpaid for their long hours of work. You tend to agree with the sanitation workers, but there is no money available in the city budget to cover this expense. Meanwhile, the garbage is piling up all over the city, spilling onto the streets and sidewalks and causing serious health and traffic problems.

Your primary concern is for the welfare of all of the citizens of your city. As the mayor of New York City, you have a responsibility to both the sanitation workers and the residents of the city. It is important that you make a decision immediately.

"TWENTY YEARS LATER"

THE DILEMMA:

When you were both quite young, you and your friend, Bob, agreed to meet at a certain restaurant exactly twenty years later. The day after you made the pact, Bob left for the West to make his fortune. You stayed in New York City and became a policeman.

The twenty years passed. It is time for the rendezvous. On the appointed night, you are walking your beat in uniform and you see a man in the doorway of a store. It is 10 p.m. and dark, so you can't see him clearly, but suddenly the man lights a cigar and in the flare of light you recognize your friend Bob. With dismay you recognize him also as "Silky Bob" who is wanted in Chicago. You are sure about this. Policemen are trained to be on the lookout for people on the wanted list.

Bob is an old friend. You and he were close friends, but you also know that as a policeman, it is your duty to turn him in. What do you do?

Guidelines in Teaching Values Clarification

The teacher should:

1. Follow the seven basic steps of the strategy.
2. Generate data; then analyze.
3. Assure students of privacy of responses, yet encourage sharing. The "I pass" technique should be utilized.
4. Allow activity to happen, then discuss (i.e. debrief).
5. Create a low threat or non-threatening situation.
6. Avoid moralizing or supplying the "right" answers.
7. Create a climate of acceptance.
8. Be non-judgemental.
9. Get involved in the process.
10. Integrate strategies with content.

Method #3 - Values Clarification

Teacher's Guide and Suggested Activities - Grades K-6

1. Values Grid
2. Public Interview
3. Interview Whip and Interview Chain
4. All About Me
5. Magic Box

VALUES GRID

PURPOSE

The Values Grid usually drives home the point that few of our beliefs or actions fit all seven of the valuing processes. This activity indicates what steps we must take in order to develop stronger and clearer values.

PROCEDURE

The teacher either gives students, or asks them to construct, a "values grid," as shown below:

ISSUE	1	2	3	4	5	6	7
1							
2							
3							
4							
5							
Etc.							

Then the teacher and the students name some general issues, such as Vietnam, water pollution, population control, abortion, race relations, a specific election, a school issue, etc. The students list these issues on the lines on the left-hand side of their papers. Next to each of these general issues the student is to privately write a few key words that summarize for him his position or stand on that issue.

The seven numbers heading the columns on the right-hand side of the paper represent the following seven questions:

1. Are you proud of (do you prize or cherish) your position?
2. Have you publicly affirmed your position ?
3. Have you chosen your position from alternatives?
4. Have you chosen your position after thoughtful consideration of the pros and cons and consequences?
5. Have you chosen your position freely?
6. Have you acted on or done anything about your beliefs?
7. Have you acted with repetition, pattern or consistence on this issue?

The teacher can read these seven questions to the students, or write them on the board, or the students can write the key words (those that are underlined) at the top of each column. The students then answer each of the seven questions in relation to each issue. If they have a positive response to the question on top, they put a check in the appropriate box. If they cannot answer the question affirmatively, they leave the box blank.

TO THE TEACHER

After they have completed marking their grids, the students can form trios, with each student discussing one of the issues, his position on it, and how it did or didn't meet the seven valuing processes. Your students have undoubtedly engaged in many discussions of the issues they have listed in the values grid. It is worthwhile for the students to note how the approach here differs from discussions they may have had previously. It should become apparent that here they are not being called on to defend the content of their beliefs, but are rather being asked to evaluate how they arrived at their convictions and how firm they are in their beliefs.

The students should understand the seven processes, which are the basis for the values strategies they are doing. Many teachers post the seven processes permanently in the classroom.

The students might want to save their papers and look at them again at some future date. They will be able to see not only whether the content of their beliefs has undergone any change, but more important, whether there have been any changes in the quality and degree of their convictions.

PUBLIC INTERVIEW

PURPOSE

This strategy gives the student center stage in the classroom and the opportunity to publicly affirm and explain his stand on various values issues. Later on, inevitably, the student goes over his answers in his mind and thoughtfully considers what he has said publicly. It is one of the most dramatic values strategies and one of the students' favorites.

PROCEDURE

The teacher asks for volunteers who would like to be interviewed publicly about some of their beliefs, feelings and actions. The volunteers sit at the teacher's desk or in a chair in front of the room, and the teacher moves to the back of the room and asks the questions from there.

The first few times, the teacher reviews the ground rules. The teacher may ask the student any question about any aspect of his life and values. If the student answers the questions, he must answer honestly. However, the student has the option of passing if he does not wish to answer one or more of the questions which the teacher poses. The student can end the interview at any time by simply saying, "Thank you for the interview." In addition, he may, at the completion of the interview ask the teacher any of the same questions that were put to him.

SAMPLE INTERVIEW QUESTIONS
(for general use)

1. Do you get an allowance? What kind? Do you have to do anything for it?
2. Do you go to Sunday school or religion class? Do you enjoy it? Are you getting anything out of it?
3. Does your family do anything together that is fun?
4. If you could be any age, what age would you like to be?
5. Did you go on a vacation this year? If you could go anywhere in the world you wanted to next year, where would you go?
6. Will you be a cigarette smoker? Why?
7. Do you wish you had a larger family or a smaller family, or is your family just the right size?
8. As you look at the world around you, what is something you sometimes wonder about?

THE INTERVIEW WHIP AND INTERVIEW CHAIN

PURPOSE

These two strategies are major variations on the Public Interview (Strategy Number 12). Their purpose is to give students additional opportunities for publicly stating and explaining their views.

PROCEDURE

In the Interview Whip, the teacher "ships" around the classroom, in order or randomly, asking interview questions of each student. He may ask several students the same question, or he may choose to ask a different question each time.

In the Interview Chain, the teacher starts out the chain by addressing an interview question to a student. After answering, that student must then ask another student an interview question, and the chain continued in this manner.

A student may always pass. In the Interview Chain, a student who passes may still ask a question if he wishes. There is never a penalty for passing.

TO THE TEACHER

The questions suggested for Public Interview are just as appropriate for these two strategies. But, as with the Public Interview, many of the best questions come spontaneously, as the interviewer follows his curiosity about the interviewee, or as he gets an idea from an answer given to a previous question.

Below are some examples of Proud Whip questions for younger children:

1. I am proud that on my own I can ...
2. I am proud that I spent my allowance on ...
3. I am proud that when I am scared I ...
4. When I watch TV I am proud that ...
5. I am proud that I made my friend happy by ...
6. I was proud that even when the other kids did ... I ...
7. I am proud that this summer I ...
8. Something my family has done all together this year which made me proud ...
9. I am proud that I use my toys ...
10. I am proud of what I did about ...
11. I am proud when the other kids say that I ...
12. I'm proud that I made ...
13. I'm proud that I helped keep my city clean by ...
14. I am proud that I keep healthy by ...
15. I'm proud that I helped make my school a happier place ...
16. I'm proud that my father (mother) ...

ALL ABOUT ME

PURPOSE

This strategy comes from a fourth grade teacher who asked her students to keep a notebook called, "All About Me." It provides students with an opportunity to think, and make statements, about their lives in a systematic, on-going way. It could be considered another version of the Values Journal or Values Data Bank (Strategy Number 17), and is also similar to Pages for an Autobiography (Strategy Number 36).

PROCEDURE

The teacher has students write a story in their notebooks every other day. Stories are titled:

1. Who Am I?
2. Who Takes Care of Me?
3. I Am Proud ...
4. Someday I Want To Be ...
5. My Funniest Experience
6. If I Could Change the World
7. My Friend

The Unfinished Sentences (Strategy Number 37) provide many ideas for stories.

Occasionally, the students may read their stories aloud to the class, or show them to a friend or to their parents. They may add to them, change them, organize them into an autobiography.

MAGIC BOX

PURPOSE

To help students think about what they value.

PROCEDURE

The teacher tells students about a magic box which is very special. It is capable of making itself very small or very large. Best of all, it can contain anything that the student wants it to contain. The teacher then asks students, "If you came home from school today and found the magic box waiting for you to open, what would be in it? Remember it can have anything you want, tangible or intangible." Students are to write down their answers or tell them to the class.

The teacher might then ask other questions like:

1. What would you want in a magic box for your mother?
2. What would want for your best friend?
3. What is the smallest thing you would want?
4. What is the largest thing?
5. What would you want for poor people?

Students are to keep what they write in their Data Banks (Strategy Number 17). After they have done this activity several times, the students might be asked to rank order (Strategy Number 4) the things they want most for themselves. They might also be asked if they have been doing anything to attain these things.

NOTE TO THE TEACHER

Seven Important Items To Remember

1. A teacher leads a class discussion of a moral dilemma by asking appropriate questions which help to clarify the circumstances and to focus the discussion on moral reasoning.

2. The best discussion of a moral dilemma involves students doing most of the talking.

3. A teacher may not need to cover all of the optional dilemmas and the list of probe questions included in each lesson plan. It is possible to cover each step in the teaching process and facilitate a good discussion by only using the original dilemma and several questions.

4. It is not necessary for the teacher to identify stage-related student comments during a class discussion.

5. A class discussion of a dilemma should focus primarily on the moral aspect of the dilemma situation rather than the content or factual aspect.

6. Most of a class session should be devoted to the small group tasks, a general class discussion, and a closing technique.

7 Part of this experimental project involves an attempt to measure the usefulness of the teaching process. Therefore, review each step prior to teaching each moral development lesson.

K-12 Report Form: Use of the Moral Reasoning Strategy

Name____________________________________

School__________________________________

Grade________________

1. I have taught the following dilemma:

   Name of dilemma:____
   Publisher (if any)____

2. What went well:

3. Problems:

4. Other Comments:

5. Would you like a building resource person to visit you at a mutually convenient time? Check appropriate ones below:

   _______ No, I can proceed well enough on my own for the time being.

   _______ Yes, I'd like to discuss this aspect of the K-12 curriculum. (Could be about materials, classroom strategy, etc.)

____________ I'd like to receive some self-instructional materials on Kohlberg's theory, the teaching strategy, other:

____.

6. I will teach another moral dilemma using this strategy sometime in the month of ____________________.